

# STRENGTHEN YOUR ENGLISH

Second Edition

Bhaskaran  
&  
Horsburgh



STRENGTHEN  
YOUR  
ENGLISH

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# STRENGTHEN YOUR ENGLISH

M. P. BHASKARAN  
D. HORSBURGH

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## About this Book

This is a practice book of modern English usage, and a study book of English as it is spoken and written today. It can be used for private study by the student on his own; it can be used in class by student and teacher together. It has been written for the student in the first two years at our universities and for students at training colleges.

Among the ideas that have gone into the making of this book, three are basic to its design.

First, we believe that unless the proficiency lesson is continually meaningful, very little of it will be carried over to the student's own use of English.

Second, remedial work is best carried out simultaneously in all the language skills (listening, speaking, reading and writing), and at all the levels of language (the phonological, the grammatical, the lexical and the semantic). The student should experience the language as a unity throughout the course, even though some parts of it may concentrate exclusively on one skill or level at a time.

Third, a language is a system of signals. It is necessary to know how to make these signals; this is achieved by imitation and practice. It is equally necessary to know what sets of signals to choose in a particular situation (*He is going to/will be ten next year*); therefore contrastive teaching of the signals of a language in meaningful situations seems to be indispensable to mastering it.

### REMEDIAL AREAS

The third principle has determined the choice and treatment of usage topics in this book. Each lesson deals with a major area of English grammar. The areas were chosen partly because they are the ones most needing remedial work and partly because the basic mechanisms of the language are present in them. This book provides a good deal of imitation and practice of the right, or the more acceptable, forms; it also deals with grammatical mechanisms in contrast or juxtaposition to enable the student to make the right choices in real-life situations.

### COMPONENTS OF LESSONS

The first two principles, the principle that language learning must be made a meaningful activity, and the principle that it is most fruitful to do remedial work at all levels and in all skills at the same time, have been embodied in the design of the lessons in the book. Each lesson has six sections:

- 1 Dialogue
- 2 Usage notes, followed by Exercises
- 3 Speech Practice
- 4 Reading Passage
- 5 Comprehension
- 6 Composition

Sections 1, 2, 4 and 6 are built round the use, in many contexts, of the grammatical topic of the lesson. Since there are four or more exercises in Section 2, the topic is illustrated at least seven times in different contexts.

### LEARNING THROUGH MEANINGFUL TASKS

It is especially in Section 2 that this book differs radically from the many books produced in the last twenty years which have aimed at improving the student's English. Their use has on the whole been rather unproductive because the exercises in them are collections of unconnected statements which quickly put the mind to sleep. Here is a sample:

Put the following into the plural:

- a. A cow is an animal.
- b. The girl was looking at the sky.
- c. Does a cat like fish?
- d. A radio is a useful thing.
- e. She will not pass the examination.

The student does the exercise, but absorbs nothing; his mind cannot cope with the rapid and bewildering changes of context. A language is only absorbed when the student sees it fulfilling its primary function of being meaningful utterance. Therefore in every exercise in this book all the sentences have been strung together on a common theme, and the student finds situations, experiences and events observed and commented upon as they are in real life. Every task in this book is a meaningful task, and, we hope, an interesting one as well.

### LISTENING AND SPEAKING

Section 1 exercises the listening and speaking skills, and Section 3 aims at improving the speech habits of the student. This is not done in a vacuum; the problems and practice arise out of the dialogue, and now and then are linked to the Exercises in Section 2.

The Exercises themselves can be done orally first, then written down, in just the same way as the questions in Section 5.

### READING AND WRITING

Section 2 gives practice in the speaking, reading and (to some extent) the writing skills; each sentence in the Exercises is an example of the usage topic of the lesson. Sections 4 and 5 are chiefly concerned with the reading and writing skills; in Section 4 the usage topic is illustrated in a more natural context than is possible in the Exercises. Section 5 deals mainly with comprehension, but may also contain questions to make the student practise the usage points in the lesson, and also make him think for himself. Section 6 concentrates on the writing skill. The student has to re-write the Reading Passage changing the facts but without changing the structure of the sentences. He thus learns to use grammatical devices with care. It also gives him practice in writing economic paragraphs in a simple, straightforward style.

### VOCABULARY

Attention to vocabulary is not confined to any one section. Words are best learned in context and since every section in a lesson is contextualized, the student will be able to guess the meaning of most new words and will also be motivated to look them up in a dictionary for accurate definition and extensions of meaning.

### REPETITION

The more often sentence patterns and other grammatical devices pass through the mind, the greater likelihood there is of their becoming a permanent part of the student's store of English. Each Exercise in Section 2 contains an average of five sentences; there are at least four Exercises in each lesson. This is a minimum of twenty meaningful repetitions of the same usage point. To this total we can add the repetitions in Sections 1, 4, 5 and 6, which work out to an average of at least four in each section—and the total number of repetitions in each lesson of the usage point rises to a minimum of thirty-five.

**LEVEL OF INTEREST**

Books on proficiency in English have also suffered from another drawback: they have been either too simple for the learner in subject-matter or too European/American and therefore too strange for him to understand. This book takes into account the student's age, his interests, the world around him and his need for variety and topicality. The Reading Passage and Texts have been graded both from the point of view of difficulty of language and of subject-matter.

1974

M. P. BHASKARAN  
D. HORSBURGH

## Preface to the Second Edition

The demand, especially from the universities, for more practice material in the book has been met by adding four new chapters, fifty-eight exercises in Usage and thirty Composition exercises.

The new chapters reconsider a few of the more troublesome grammatical areas such as the use of the articles and prepositions.

The new exercises in Usage have been pitched at a higher level of difficulty than the present ones. The clauses are longer, the vocabulary load is heavier and there is less control over sentence structure. The gradation from the less difficult to the more difficult in each chapter has thus been enlarged.

A phonetic key has been provided. Each phoneme is exemplified by a word which shows its usual orthographic expression, as well as by a word in which the phoneme appears in an unusual form. The phonetic transcriptions used here are those of the *Advanced Learner's Dictionary of Current English*, second edition.

There has developed, since the late seventies, a strong emphasis on teaching English for communication. We are glad that this book anticipated the swing away from mechanical drills towards the purposeful use of language. Language practice has been continually yoked to the performance of meaningful tasks, thus building up both the need and the ability to communicate in English.

February 1980

M. P. B.  
D. H.

# How to Use this Book

The following steps are suggested for using the book in class:

- 1 **DIALOGUE:** Read the Dialogue at normal conversational speed, explaining briefly new words and phrases. Read the Dialogue again. Students do not read at this stage, they only listen.
- 2 **USAGE:** Discuss the Usage topic of the lesson, illustrating it with your own examples. Use the blackboard. Ask your students to read the Usage note and the examples. They should be able to understand them by now; clear their doubts, if any. Ask them if they themselves make the error pointed out in the note.
- 3 **EXERCISES:** Help the students to do the Exercises correctly. It will be useful if you tell them what the theme of each contextualized Exercise is before they tackle it, and also the meaning of any new words or phrases.

At this stage the Exercises should only be done orally. Give the class two or three minutes to do each Exercise silently in their heads; then ask students at random to read out each sentence. You may need to correct some of the answers. Get the class or group to repeat the correct sentences in chorus.

*Homework:* One Exercise can be written out in the classroom; you should go round checking as the students are writing. The others can be given for homework and a sample check of the answers made in the next period.

- 4 **DIALOGUE:** Students should now be in a position to look at the Dialogue analytically. Get them to pick out the sentences in it which illustrate the usage topic of the lesson. Get them to read the Dialogue in pairs and in groups.

*Homework:* Students can practise with a brother or sister at home until they can repeat the Dialogue without looking at the book.

5 SPEECH PRACTICE: You can teach your students to recognize the phonetic symbols of English in two or three hours, but of course it is much more difficult to make them produce the right sounds. Some teachers may like to give all the symbols to the class in one period; others may prefer to spread them over some days.

The Speech Practice section begins with examples of words and sentences from the Dialogue and contains guidelines on further use of the Dialogue for practice. If you have the time, you can also use the completed Exercises for speech improvement.

6 READING PASSAGE & COMPREHENSION: The Reading Passage is read, with quick explanations if necessary. Use the comprehension questions to test understanding.

Divide your class into two groups and do quick question-and-answer drills, using the questions in the book and any others which may occur to you. Questions which cannot be answered from the Passage will produce different answers; let the class decide which are the best ones.

*Homework:* Writing out the answers to the questions can be done by the students at home, and a sample check made the next day.

7 COMPOSITION: This is written work, mostly guided composition, to be done in class after oral preparation. The Reading Passage is to be reproduced in its essential grammatical framework, but with the changes suggested by the clues. The long dash (—) marks off the sentences from each other. This has been done so that students can tackle one sentence at a time without being distracted.

A parallel passage is worked out from a given one below:

The original: Meena was a secretary who shared a flat with Sandhya, a college lecturer. They took it in turns to cook. Meena cooked for a week, her friend cooked the next. A woman came for an hour in the morning to clean up and do the washing. They had a black cat which they called Sputnik. Once or twice a week they went to a film, usually for the evening show.

The clues: Padmini/clerk in a bank/Tanuja/nurse in a Government hospital—the friends—if Padmini/this week/Tanuja—servant/evening/clean the flat—a parrot in cage/Telstar—four or five times a month/matinee—

Put the first lot of clues against the first sentence in the original passage:

Meena	was a	Secretary	who shared a flat with
Padmini		clerk in a bank	
Sandhya	a	college lecturer	
Tanuja		nurse in a Government hospital	

We get the parallel sentence:

Padmini was a clerk in a bank who shared a flat with Tanuja, a nurse in a Government hospital.

The other sentences will be:

The friends took it in turns to cook.

If Padmini cooked this week, Tanuja cooked the next. A servant came for an hour in the evening to clean the flat and do the washing. They had a parrot which they called Telstar. Four or five times a month they went to a film, usually to the matinee.

*Homework:* You can ask the class to write out separately those sentences in the completed composition which illustrate the usage point of the lesson.

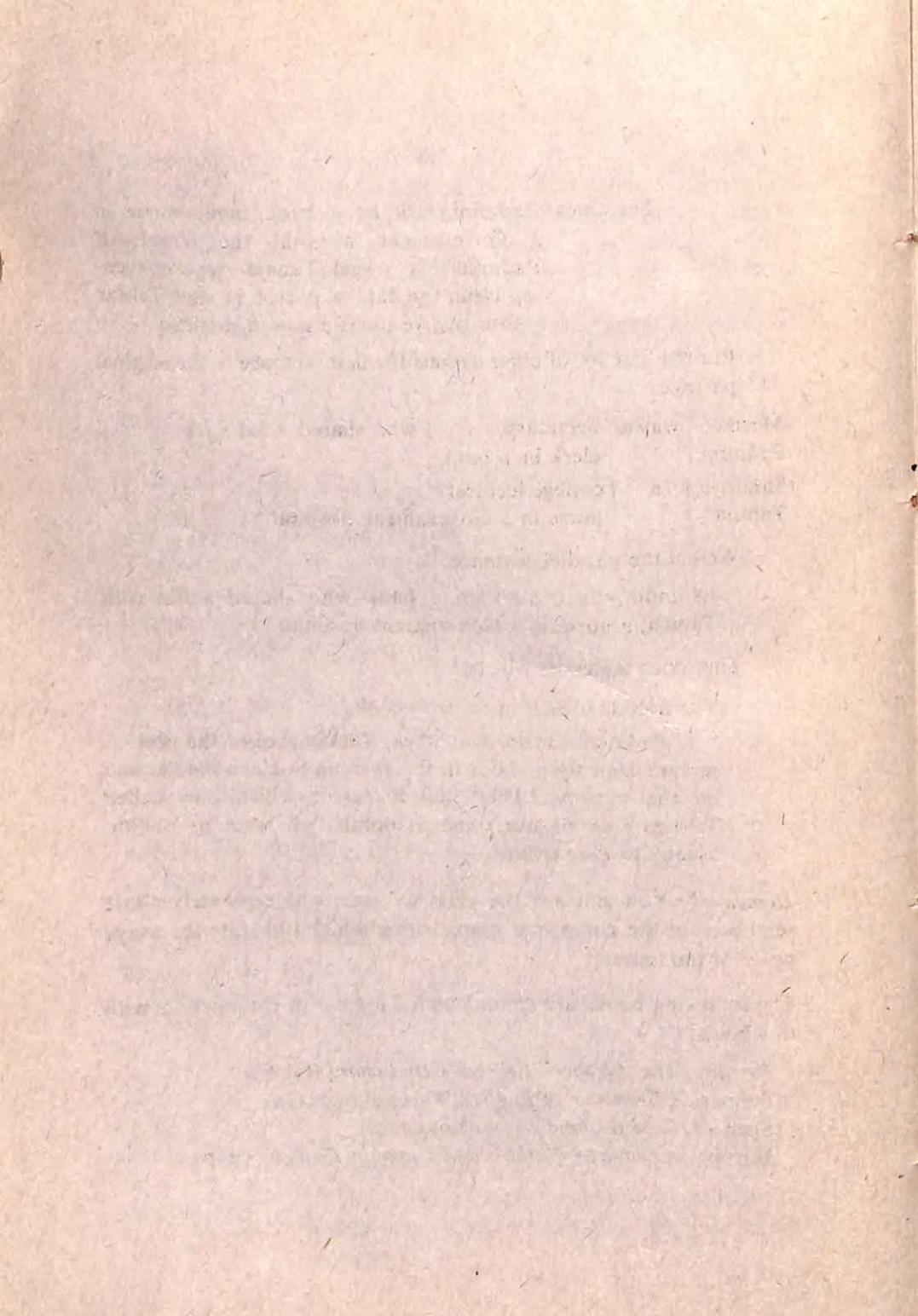
The following books are recommended for use in conjunction with this book:

Hornby, *The Advanced Learner's Dictionary* (OUP)

Palmer, *A Grammar of English Words* (Longman).

Spencer, *Guided Composition* (Longman).

Hornby, *A Guide to Patterns and Usage in English* (OUP).



# Phonetic Key

## VOWELS AND DIPHTHONGS

1. i: as in see /si:/; creature /'kri:tʃə(r)/
2. i as in sit /sit/; women /'wimin/
3. e as in ten /ten/; leopard /'lepəd/
4. æ as in cat /kæt/; gather /'gæðə(r)/
5. a: as in farm /fa:m/; clerk /kla:k/
6. ɔ as in hot /hɒt/; yacht /jɒt/
7. ɔ: as in saw /sɔ:/; pause /pɔ:z/
8. u as in put /put/; good /gud/
9. u: as in too /tu:/; food /fu:d/
10. ʌ as in cup /kʌp/; blood /blʌd/
11. ə: as in fur /fə:(r)/; thirty /'θə:ti/
12. ə as in about /ə'baut/; forgive /fə'giv/
13. ei as in hate /heit/; steak /steik/
14. ou as in hole /houl/; mauve /mouv/
15. ai as in vine /vain/; dry /drai/
16. au as in how /hau/; drought /draut/
17. ɔi as in coin /kɔin/; oyster /'ɔistə(r)/
18. iə as in dear /diə(r)/; weird /wiəd/
19. əə as in pair /pəə(r)/; prayer /preə(r)/
20. uə as in pure /pjua(r)/; gourd /guəd/

## CONSONANTS

1. p as in pen /pen/; support /sə'po:t/
2. b as in cab /kæb/; sobbed /səbd/
3. t as in tea /ti:/; asked /a:skt/
4. d as in did /did/; begged /begd/
5. k as in king /kɪŋ/; chaos /'keiəs/
6. g as in give /giv/; finger /'fɪŋgə(r)/

7. tʃ as in cheek /tʃi:k/; nature /'neɪtʃə(r)/  
 8. dʒ as in jump /dʒʌmp/; judge /dʒʌdʒ/  
 9. f as in film /film/; 'phone /foun/  
 10. v as in veil /veil/; nephew /'nevju:/  
 11. θ as in thick /θik/; path /pa:θ/  
 12. ð as in those /ðouz/; smooth /smu:ð/  
 13. s as in cats /kæts/; lace /leis/  
 14. z as in zoo /zu:/; dogs /dəgз/  
 15. ʃ as in ship /ʃip/; nation /'neiʃn/  
 16. ʒ as in vision /'viʒn/; azure /'æʒə(r)/  
 17. h as in hot /hɒt/; behind /bɪ'haind/  
 18. m as in mist /mist/; lamb /læm/  
 19. n as in not /not/; pneumonia /nju'mounjə/  
 20. ŋ as in singer /'sɪŋə(r)/; longer/lɔŋge(r)/  
 21. l as in last /la:st/; pulled /puld/  
 22. r as in rat /ræt/; terror /'terə(r)/  
 23. j as in yet /jet/; tuition/ tju'iʃn/  
 24. w as in wet /wet/; switch /switʃ/

# Is, Was, Are, Were

## DIALOGUE

### *The Forgetful Professor*

*Professor* : I can't find my shoes.  
*Wife* : They're under that chair.  
*Professor* : Where's my bag?  
*Wife* : It was on the book-case ten minutes ago.  
*Professor* : It isn't there now. And I can't find my glasses—they were on the radio last night!  
*Wife* : Don't be silly, they're on your nose. And here's your bag.  
*Professor* : Thank you, dear. Well, I must run. It's time for my bus.  
*Wife* : Have you got the bus fare on you?  
*Professor* : Oh dear! Now where did I put my wallet?

## USAGE

For singular subjects, the present and past forms of *be* are *is* and *was*; for plural subjects, *are* and *were*.

- ✗ The passengers in the train was thirsty.
- ✓ The passengers in the train were thirsty.
- ✗ They was also hungry.
- ✓ They were also hungry.
- ✗ Beggars in India is very poor.
- ✓ Beggars in India are very poor.
- ✗ Don't be silly; beggars everywhere is poor.
- ✓ Don't be silly; beggars everywhere are poor.

1. Read the following sentences :

- a. Vivek and Vasishth are quite excited.
- b. They are going to Delhi next week.

- c. Three months ago two little girls were about to be drowned in the tank near their cottage.
- d. The brothers jumped in and saved them, and last month they were awarded the President's medal for bravery.
- e. They are going to receive the medal from the President himself.

Make the necessary changes in these sentences imagining that only Vivek jumped into the tank and saved the girls from drowning.

2 Fill in the blanks with *is*, *are*, *was* and *were*, as appropriate :

- a. ... you at the concert last night?
- b. No, I ... not, but my brother ... .
- c. That explains it. There ... someone very much like you in the crowd near the door.
- d. Yes, he ... rather late and couldn't get a seat. My sisters ... early and got seats in the third row.
- e. ... they both learning music?
- f. Yes, they .... Their ambition ... to sing over the radio next year.

3 Re-write the following sentences so that they would apply to three prisoners in the same cell in a gaol :

- a. The prisoner is unhappy.
- b. He is not satisfied with the food.
- c. Was he happy before he was sent to prison?
- d. Yes, he was. He lived at home and ate good food.
- e. He was caught when he was breaking into a bank.
- f. Is he going to look for honest work when he comes out of prison?
- g. I hope he is. He is never going to get good food in prison, is he?

4 Fill in the blanks with right forms of *be* :

- a. Last Thursday Madhav ... travelling by the Poona Express.
- b. His examinations ... over and he ... going home.
- c. He ... sitting by the window and his suitcase ... on the luggage rack.
- d. He bought some bananas; he ... rather hungry and they ... not very expensive.

- e. There ... some monkeys on the roof of the carriage but Madhav did not see them.
- f. Everyone knows that monkeys ... very clever.
- g. A big monkey ... watching Madhav; suddenly it bent down and snatched the bananas out of his hand.

## SPEECH PRACTICE

English words consist of syllables. A syllable can be described roughly as a part of a word with a single vowel sound in it. For example, the word 'under' consists of two syllables, 'und' and 'er'; the single vowel sound in 'und' being /ʌ/ and the single vowel sound in 'er' being /ə/: und.er /ʌndə/.

Many words are one-syllable words, like *shoes*, *bag*, *ten*, *run*, *bus*, *did*, *put*, etc.

In words of two syllables and more, one syllable is spoken with more force (or *stress*) than the others. In the following words, the stressed syllable is shown by the vertical mark // in front of the syllable.

for'getful	pro'fessor	'under	'minutes	'glasses
'radio	'silly	'wallet	'book-case	

An important effect of stressing one syllable in a word is that the vowel sounds in the other syllables are often weakened. For example, the middle syllable is stressed in 'forgetful', and as a result 'for' is pronounced /fə/ and 'ful' gets weakened to /fəl/ or /fl/. Observe this weakening effect in the phonetic transcriptions of the words given above :

/fə'getf(ə)l/	/prə'fesə/	/'ʌndə/	/'minɪts/	'gla:siz/
'reidiou/	'sili/	'wɔ:lit/	'buk-keis/	

/keis/ is not affected; it is a compound word and diphthongs are not as easily weakened as vowels. Practise the dialogue again, paying special attention to these words.

## READING PASSAGE

### *Changing Fads*

As people get older, they lose some of their early enthusiasms. Mr Chowdhury, who was a postmaster and retired last July, is a good example of this truth. He was an eager collector of stamps

till about five years ago. Then he took a dislike to the hobby and now he cannot even bear to look at a stamp. He was a heavy smoker in his college days; he used to smoke between forty and fifty cigarettes a day. Now he is a chewer of *pan* and cannot stand the smell of cigarette-smoke!

His two sons, Girish and Satish, were collecting match-box labels till the other day. Now all they are interested in is flying kites. Their father watches them flying kites all evening. I wonder when he will take to flying kites himself!

## COMPREHENSION

- 1 What was Mr Chowdhury when he retired?
- 2 What was his favourite hobby?
- 3 When did he take a dislike to stamp-collecting?
- 4 Was he a teetotaller in his college days?
- 5 What is his new weakness?
- 6 Have you given up any enthusiasms recently? Have you already found any new ones?

## COMPOSITION

- 1 Re-write the Reading Passage, using the clues below and making other changes, if necessary.

grow/begin/interests—Mrs Dutt/nurse/September/very/observation—keen gardener/three—sudden/go into the garden—tea-drinker/as long as she was working/drink between twenty and thirty-five cups—chews/tea at all.

daughters, Valsa and Padma/empty perfume bottles—playing records of popular music—mother looks on at—playing records and dancing to them—.

- 2 Nowadays India is changing very quickly and your city or town (even your village) shares in this process. Describe the changes you have noticed in the last two or three years in your city town or village, in about a hundred words.

## Singular And Plural Verbs

### DIALOGUE

#### *Buying a Scooter*

*Salesman :* Good morning, sir!

*Mr Kumar :* Good morning. I want a second-hand scooter, please.

*Salesman :* Are these second-hand scooters?

*Salesman :* No, sir, they're new. The second-hand ones are over there. This way, please. Here's a pretty blue-and-white scooter. It's had only one owner and the engine is very good.

*Mr Kumar :* It has one new tyre and one old tyre. Strange, isn't it?

*Salesman :* A nail went into the front tyre, sir. So the owner put in a new one. And the seats are new.

*Mr Kumar :* How much is it?

*Salesman :* Rs 2,000. But I could give it to you for a hundred rupees less.

*Mr Kumar :* Make it two hundred less and it's a deal.

*Salesman :* All right, sir. It's yours. Shall I change the other tyre too?

### USAGE

Students need practice in using singular and plural verbs correctly, especially auxiliaries.

- ✗ The children was poorly dressed.
- ✓ The children were poorly dressed.
- ✗ The lions in the zoo is looking rather thin.
- ✓ The lions in the zoo are looking rather thin.
- ✗ The train don't stop at Arkonam and Katpadi.
- ✓ The train doesn't stop at Arkonam and Katpadi.
- ✗ The men in that field has stopped work early.
- ✓ The men in that field have stopped work early.

## 5

## The Simple Past Tense

## DIALOGUE

*A Happy Meeting*

*Sridhar* : Mohan, is it really you?

*Mohan* : Sridhar! What are you doing in Bangalore?

*Sridhar* : I live here.

*Mohan* : When did I see you last? Let me see, it was in 1964; I saw you in 1964 at the convocation in Madras. I'll never forget how you tripped over your gown as we filed in!

*Sridhar* : It was the most embarrassing moment of my life.

*Mohan* : To get over it we went to a film afterwards. That was six years ago. What have you been doing since then?

*Sridhar* : Well, for some time I worked in the Secretariat at Delhi. In 1966 I got a job in Relco as a salesman.

*Mohan* : In 1966 I got married!

*Sridhar* : So you're married! Congratulations!

*Mohan* : Thank you. Are you still with Relco?

*Sridhar* : Yes, I am. They opened a branch here two years ago, and sent me down in November.

*Mohan* : Well, I'm very glad to see you again. I must go now, but can you come home to lunch on Sunday? Nalini will be delighted to see you. Here's my card. I'll expect you about twelve, shall I?

*Sridhar* : Thank you very much. I'll be there.

## USAGE

When we wish to refer to activities or states in the past, without indicating any connection with the present, we use the Simple Past tense. Adverbials of past time are often used with the tense.

I passed the B.A. degree examination in 1968.

When did you come back from Delhi?

A common mistake is to use the Present Perfect tense instead of the Simple Past, as in

✗ I have passed the B.A. degree examination in 1968.

If we are not interested in when a particular action was done, and only interested in the action having been completed, or its effect on the present, we use the Present Perfect tense.

Has he written any novels?

No, he hasn't. He has written short stories.

- 1 Read the exercise through carefully. Then add the correct adverbials to the sentences, from among the following: *in a year's time, one sunny day, soon after, last month, in 1967, the month after, in the following May.*
  - a. Prakash went to the United States ...
  - b. He finished his training ...
  - c. ... he completed it, he joined a big firm.
  - d. Prakash met a beautiful girl at a party ... in May.
  - e. They married ...
  - f. They had a daughter ...
  - g. They came to India ...; she wanted to meet his parents.
- 2 Use either the Simple Past or the Present Perfect tense of the verb in brackets, to complete these sentences :
  - a. Mr Ali ... in Kyserabad in 1959. (settle)
  - b. He ... there for twelve years now. (live)
  - c. He ... a piece of land in the suburbs two years ago. (buy)
  - d. He ... to build a small house with two bedrooms. (plan)
  - e. He ... in doing it yet. (not succeed)
  - f. The Municipal Council ... his blueprint so far. (not approve)
  - g. The engineer ... for a bribe last week. (ask)
  - h. Mr Ali ... it yet. (not give) It seems as if his house will not be built this year.
- 3 Complete the following account of Apollo 11's flight to the moon. Choose the appropriate verbs from among these and use their correct forms : *begin, pass, check, start, circle, separate, acclaim, push, land, step, fire, pull, increase, lift, open, shoot, send.*

Practise saying these words correctly, and then read the dialogue over again, paying particular attention to them.

## READING PASSAGE

### *Moving House*

A man moved into a new house and found that he had two blacksmiths for neighbours. One lived in a hut on his left and the other in a hut on his right. They were a source of great annoyance to him as the blows of their hammers hardly ever stopped during the day. Finally he could bear it no longer and calling in Kengu, the blacksmith on his left, he offered him fifty rupees if he would move to another hut. Kengu agreed to do so and took the money. When Penguin, the other blacksmith, was offered a similar sum, he too agreed to move. The man was quite pleased with himself; a hundred rupees was not too much for some peace and quiet.

The next morning he woke up to the sound of hammer blows like thunder. He rushed out of the house to ask the blacksmiths why they had not kept their word. But he found that they had—Kengu had moved into Penguin's hut and Penguin into Kengu's.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. Why were the two blacksmiths a source of great annoyance to their neighbour?
2. Why was the man pleased with himself when the blacksmiths took the money?
3. Did the blacksmiths keep their word?
4. Can you read your lessons when there is a lot of noise around you?

## COMPOSITION

1. Write a parallel passage, using the clues given below :

neighbourhood/discovered/a blacksmith/on either side of him  
—blacksmith/lived and worked—irritated him greatly/heavy  
blows/never ceased—not bear/any/sending for/right/he said

he would give him/moved—said he would/fifty rupees—given/amount—very/high a price to buy—

early/was woken up/peals of thunder—ran/his neighbours/to their part of the agreement—then, to his surprise/discovered that—

- 2 Write a dialogue of about fifteen sentences between a man who wants to buy a car and a dealer in second-hand cars. Get as much help as you like from the dialogue at the beginning of this chapter, *Buying a Scooter*.

## The Articles

### DIALOGUE

#### *The Kind Angler*

*Vinod* : Look, mother! See what I've caught!

*Mother* : What's that? Oh, a fish. It isn't dead, is it?

*Vinod* : No, mother. As soon as I caught it I put it in water. There it is, swimming round and round in the bottle!

*Mother* : I'm glad. Where did you catch it?

*Vinod* : In a pond.

*Mother* : Which pond?

*Vinod* : In the pond near the temple. It's full of fish.

*Mother* : It's a deep pond. Didn't I tell you not to go near it?

*Vinod* : I'll be all right, mother. I can swim.

*Mother* : You only learnt to swim last week, Vinod. Be careful, won't you?

*Vinod* : I will, mother. Shall I put the fish in our well?

### USAGE A

*a (an)* is used before countable nouns. Uncountable nouns (like *sugar*, *water*, *grass*, *sand*) do not take *a* or *an*.

✗ This is glass. There's coffee in it.

✓ This is a glass. There's coffee in it.

✗ Have you ever seen tiger?

✓ Have you ever seen a tiger?

So peaceful rests, without a stone, a name

What once had beauty, titles, wealth and fame.

Honey is sweet, and so is sugar.

1 Fill in the blanks, where necessary, with *a* or *an*:

a. Do you sell ... soap?

- b. Yes, sir. What ... kind you do want?
- c. Have you got ... box of Pears Soap?
- d. Sorry, sir. I've just run out of them. How about Champak? It has ... glycerine in it, too.
- e. All right, I'll have ... cake. I would like ... bottle of ... hair oil, too.
- f. I've got ... new brand of hair-cream, sir. It has ... fine scent. Try ... tube, sir. I'm sure you'll like it.
- g. No, thanks. I don't like ... hair-cream. I prefer ... oil for the hair.

2 Put these sentences in the singular :

- a. Doctors wear long white coats on duty.
- b. Nurses wear white caps and saris on duty. They are not allowed to wear any jewellery.
- c. Postmen wear khaki trousers and shirts.
- d. Firemen wear blue or grey uniforms.
- e. What do policemen wear? They wear khaki trousers and tunics, and red caps.
- f. Lawyers wear black. Black jackets and gowns show how sorry they are to bring cases to court!

3 Fill in the blanks, where necessary, with the indefinite article. Also choose the correct form of the verb in brackets. (You may have to change some letters into capital ones.)

- a. In ... India ... furniture (was, were) formerly made of wood.
- b. ... teak (was, were) as popular then as now; so (was, were) the darkly beautiful rosewood.
- c. My grandfather got ... heavy writing-desk made of ... teak which (was, were) imported from ... Burma.
- d. ... oval dining-table and six chairs (was, were) also ordered, but they (was, were) made of ... rosewood.
- e. Nowadays many kinds of ... furniture (is, are) being made of ... iron or ... steel or ... aluminium but I don't think grandfather would have approved of such ... stuff.

## USAGE B

The definite article *the* is used to refer to persons or things already mentioned, or clear in the context :

Here is a key and a lock. Does the key fit the lock?  
Did the postman come round this morning?

4 Fill in the blanks, where necessary, with *a* (*an*) or *the* :

- This is ... village. It has no ... electricity.
- There is ... temple in the middle of ... village.
- There is ... large tank behind ... temple.
- ... villagers have ... bath in ... tank before they say their ... morning prayers.
- There is no ... hospital in ... village.
- There is ... school, but it has been without ... teacher for ... three months now.

5 Fill in the blanks, where necessary, with *a* (*an*) or *the* :

- ... Indians like ... milk and ... sugar in their coffee.
- Many Englishmen do not like ... milk in their coffee.
- Some Englishmen do not like either ... milk or ... sugar in ... their coffee.
- We make ... tea in ... pot.
- Some of us make coffee in ... pot, others in ... percolator.
- In many South Indian homes, ... coffee is brewed twice a day for ... entire family.
- Drinking ... coffee is ... ritual that is taken very seriously indeed in ... South India.

6 Insert or remove *a*, *an* or *the* as required in the sentences below :

- Will an accommodation be difficult to find in Bolapur next month?
- That time of year is rather difficult, sir, it's season.
- I only want bed to sleep on—I don't even mind sharing room.
- In that case, sir, I'll find you an accommodation in Queen's Hotel. Two beds to room, Rs 30 a night per bed.
- Thanks. What kind of entertainment has the place to offer?
- Well, sir, there are four cinema houses. There's small lake; you can hire boat and row around. When there's moon, lake is beautiful. If you like a dancing, you can go to the *Three Diamonds*. They have lively band there.

7 Examine the dialogue for instances of the use of the articles and justify them.

## SPEECH PRACTICE

The sounds /ɔ:/ and /o/ must be clearly distinguished. /ɔ:/ is not only a longer sound than /o/; it is also less 'open' (which means that the lips are more rounded than for /o/). /ou/ is a diphthong; it is the least 'open' sound of the three. Practise the following words in the dialogue in pairs, and then in threes :

/ɔ/	/ɔ:/	/ou/
what	caught	no
pond	all	only
	water	won't
		go

Now read the dialogue again, taking care to pronounce these words correctly.

## READING PASSAGE

### *The Picnic*

We set out very early in the morning. Father had his camera slung on his shoulder and carried a walking-stick. Mother carried two large flasks full of coffee. I walked along, a hamper full of *chapathis*, dry potato curry and pickled prawn swinging now from my right arm and now from my left—it was quite heavy. My little sister bore up bravely under the weight of a blanket.

Three hours of steady walking through the countryside brought us to a river. It flowed lazily along and curved away to our left. There was a tiny island in the middle of which was a stunted tree. The view was beautiful. Mother said in a firm voice : 'Let's spend the day here, under that mango tree.' For once Father agreed. Ants bit us and we were pestered by two crows during our meal, but altogether it was a very pleasant day.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. Why did the picnic party have to start very early?
2. What pestered the picnickers during their meal?
3. What did the hamper contain?
4. What was the blanket for?

5. Which would you like better, a picnic by a river or by the sea?
6. Why do people go on picnics?

## COMPOSITION

- 1 Write a parallel passage, making use of the clues given below :

started/soon after breakfast—binoculars/carried a jug of water  
 —had brought along/filled with—basket/sliced bread/chicken/  
 mango/suspended—marched along/two sheets and some  
 napkins—

two hours and forty minutes/vigorous/fields and across little  
 streams/wide—slowly/took a sudden turn/right—very small/  
 stood/single—lovely—a voice that sounded final/we'll have  
 the picnic—said yes—all sorts of insects/bothered/three/and a  
 stray dog/we had—

- 2 Read this letter written by young Rahim to his friend Robert.

124, Second St.,

Bhimnagar.

12 July, 19..

Dear Robert,

Last Saturday my family and I hiked up to Bears' Pass, a good two-mile hike one way. Despite stops for snacks and a rest, we made it in a little over two hours.

Bears' Pass is halfway up Mt Ratiswar and the scenery is very beautiful.

We enjoyed ourselves so much that we are going again. Would you like to join us?

Your friend,  
 Rahim.

Re-write this letter as if Rahim and his family are going on the hike to Bears' Pass next Saturday. Make these points clear :

- (i) they hope to get to the Pass in just under two hours;
- (ii) they hope they'll enjoy it;
- (iii) they expect to be back by the evening.

## The Present Continuous Tense : Question Forms

### DIALOGUE

#### *Married Bliss*

*Wife* : Are you still lying on that sofa? You had your coffee hours ago.

*Husband* : Why, my dear, I took your radio to the shop for the new valve to be put in. The man said it would be ready on Friday.

*Wife* : All right, but what are you doing about the fence? It's a week since the cow broke in.

*Husband* : Yes, but what about the wood and the nails?

*Wife* : Why are you being so lazy? Go out and get them yourself. And when are you returning the books to the library? I finished reading them two days ago. And what about the cupboard? Are you painting it today? And when are you taking my sari to be dyed? And when . . .

*Husband* : And when are you going to stop nagging me, my dear?

### USAGE A

Am I wearing the right clothes?

Is he going to Madras by car?

Why are they talking so loudly?

Notice that in these questions, the auxiliary verb (*is*, *am*, *are*) comes before the subject. The common mistake is to put the auxiliary verb after the subject :

✗ Why they are talking so loudly?

✓ Why are they talking so loudly?

✗ Who she is going to marry?

✓ Who is she going to marry?

1 Convert these statements into inverted questions :

- The policeman is holding up the traffic in front of the circus.
- Mr Murthi is buying the tickets.
- The children are laughing at the clowns.
- The big elephants are dancing in the ring.
- A man and a woman are performing on the flying trapeze.

2 Make questions using the question-words *what*, *why*, *where* and supplying the correct auxiliary, e.g.

.... . . . you going to, little girl ?

*Ans.* Where are you going to, little girl ?

- .... . . . the radio making such dreadful noises ?
- .... . . . you tinkering with it ? You might get an electric shock.
- .... . . . you doing to it ?
- .... . . . you taking the radio now ? Put it back on the table.
- .... . . . you wasting your time on it ?

3 Improve the questions and answers in the following pairs of sentences. There is a mistake in each sentence.

- What you are making with butter, sugar, eggs and flour ?  
I am making cake.
- With what Mrs Anand is making fish curry ?  
She is making it with turmeric, chilly powder, coconut and a tamarind.
- Why Mrs Anand's daughter is mixing lemon, sugar and water ?  
She is making a lemonade.
- Anyone is making *chapathis* ?  
Yes, Mrs Kiran is making dozen.
- What you are all doing this for ?  
We are going on picnic this afternoon.

## USAGE B

The Present Continuous tense can be used to indicate the future, as in

When is your father taking you to the zoo ?

A friend of ours is going to stay with us in November.

4 Provide questions for the following answers (e.g. to get the answer 'I'm leaving for Japan next week', the question can be 'When are you leaving for Japan?'):

- I am getting vaccinated today.
- I am collecting my passport tomorrow morning.
- I am stopping at Singapore and Hong Kong on the way.
- I am spending two days in each city.
- I am going to stay with some friends (Japan).

5 Improve the following sentences where necessary :

(Satyan sees an acquaintance called Mukesh waiting on the road to the airport and gives him a lift in his car.)

- Mukesh* : Why you are going to the airport, Satyan?
- Satyan* : I'm going to meet friend coming back from England. He's bringing English bride with him.
- Mukesh* : Really! She's going to like living in India?
- Satyan* : They're coming out to India just to see his people; he has got teaching job at his own university.
- Mukesh* : When they're going back to England?
- Satyan* : Early in September. Who you are meeting at the airport?
- Mukesh* : My sister. She's coming for short holiday from the U.S.
- Satyan* : What she's doing over there?
- Mukesh* : Medicine. Look, let me get the entry tickets while you park car.

### SPEECH PRACTICE

Questions in English have two major intonation patterns. Questions beginning with question-words are normally spoken with the falling tune.

Who is going to speak at the meeting tomorrow? ↘

Where do you live? ↘

Questions which require a *Yes* or *No* answer are normally spoken with the rising tune.

Are you going to live in this haunted house? ↗

Read the dialogue again, paying attention to the question tunes.

## READING PASSAGE

*At the Customs*

At the Customs Office in Bombay a line of people are waiting to pass through. The officer who is searching the luggage of a fat woman suddenly asks her, 'How long are you staying in India, madam?' 'Only four weeks.' 'I hope you enjoy your stay, madam. Have you anything to declare?' 'No, I haven't,' said the fat woman. 'Are you bringing any gold into the country?' 'No, I'm not.' 'Isn't your watch and strap made of gold?' 'Yes, but I must have a watch, Officer. How will I tell the time without one?' 'What are you wearing round your neck? Gold chains, aren't they?' 'But they aren't very thick—oh dear, are you looking at my gold belt too?' 'At your belt, yes, and also at those heavy earrings and the brooch in your hair!' 'What am I going to do?' wailed the woman. 'Pay about Rs 11,000 in duty, madam. Are you going to pay it in cash or by traveller's cheques?'

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

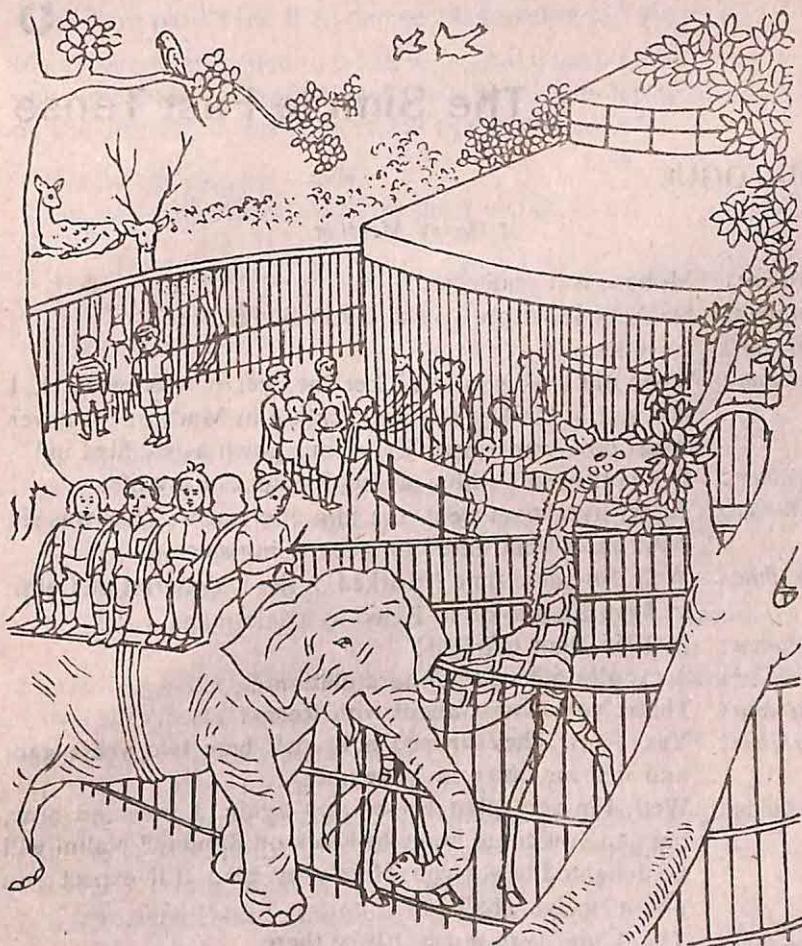
- Why is the officer searching the fat woman's luggage?
- How long is she staying in India?
- How many gold ornaments is she wearing?
- Is she going to pay the duty in cash or by cheque?
- Has the fat woman been very clever?

## WRITTEN WORK

1 Without looking back at the passage, change the following sentences from indirect to direct speech :

- The officer asked the lady how long she was staying in India.
- The lady said that she had nothing to declare and that she was travelling light.
- He asked her if she was bringing any gold into the country.
- She wanted to know if he was looking at her gold belt too.
- The lady asked pathetically what she was going to do.
- The officer asked her if she was going to pay the duty in cash or by traveller's cheques.

Now check your answers with the reading passage.



2 Look at the picture. Frame eight questions using the verbs *sitting*, *nibbling*, *riding*, *looking at*, *feeding*, *lying down*, and *flying*.

a. The historic voyage of Apollo 11 to the moon ... on 16 July 1969.

b. With a thundering roar the huge rocket ... off from the launching pad.

c. Every second it ... speed.

d. It ... the earth for two and a half hours, while the astronauts ... the vehicle thoroughly.

e. A further increase in speed ... Apollo 11 towards the moon, a quarter of a million miles away.

f. Three whole days ... in their voyage through space. On the fourth day the moon's gravity ... the rocket into the moon orbit.

g. The lunar module, Eagle, ... from the command module. Eagle then ... the descent engine to start its drop to the moon's surface.

h. In twenty-two exciting seconds it ... smoothly.

i. At 8.26 a.m. on 21 July 1969 the door of the cabin ... and Armstrong ... on to the moon's surface.

j. The whole world ... the feat as the mightiest of the century.

4 Fill in the blanks appropriately with the Simple Past forms of the irregular verbs given within brackets :

a. Last night I ... that I was looking for the Abominable Snowman high up in the Himalayas. (dream)

b. In a small clearing among the trees, I suddenly ... very large footsteps in the snow and ... with fear. (see, freeze)

c. At the same time a terrifying cry ... the air. (rend)

d. I ... behind a big rock and ... down in the snow. (creep, lie)

e. A few seconds later, a huge creature ... into the clearing and ... looking around with bloodshot eyes. (leap, begin)

f. It would have found me quickly but its mate ... into the clearing and ... to him, pointing at something behind her and jabbering. (burst, cling)

g. I ... with relief and ... up! (weep, wake)

### SPEECH PRACTICE

The past tense marker *-ed* in the past tense of regular verbs is pronounced in three different ways, /t/, /d/ and /id/, as in :

asked /'a:skt/  
cleaned /'kli:nd/

charged /tʃa:dʒd/  
laughed /la:ft/

counted/'kauntid/  
painted/'peintid/

Read the completed exercises 1, 2 and 3, paying special attention to past tense forms.

## READING PASSAGE

### *The Hand that Rocks the Cradle*

I entered the third class compartment and took a corner seat. A few minutes later a large, noisy family rushed in and spread themselves all over the compartment.

The parents arranged and re-arranged their belongings on the luggage racks. A suitcase fell on the grandmother's feet and she shouted at them. The children quarrelled and the baby cried.

Suddenly the whistle blew and with much clanging and groaning the train moved out of the station. It soon gathered speed and rushed on through the night.

My companions opened large tiffin-carriers and settled down to their meal. But the baby's cries became howls and the grandmother hung a sari from a chain on the roof of the carriage. She put the baby in this cradle and it stopped crying almost at once.

At the same time the train came to a stop. There was a great commotion. I looked out of the window and everyone was asking who had pulled the chain. Suddenly I saw that the grandmother had hung the cradle on the alarm chain!

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. Who were the occupants of the third class compartment?
2. Why did the grandmother shout?
3. How did she make a cradle?
4. What two things stopped almost at the same time?
5. Why did the train stop?
6. Have you ever had to use the alarm chain?

## COMPOSITION

1. Describe a train journey using the following hints and consulting the passage above :

An old man in a corner seat

A party of schoolchildren with two teachers at the next station  
Their suitcases and boxes; one falls on the old man's foot

The boys fight, shout and sing

The old man complains to the guard

The guard finds him another compartment

The old man eats from a packet; sleeps

2 Can you recall any important events in your life from the age of five? Describe them in chronological order giving the (month and) year in which they happened.

## There Is; There Are

### DIALOGUE

#### *The Supermarket*

[Umer (18), a college student in Madras, goes back to his village in the holidays. He has bought a present for his little sister Ayesha (8).]

*Ayesha :* What a pretty raincoat! I like the flowers on it and blue is my favourite colour. Where did you get it from, Umer?

*Umer :* At the Supermarket.

*Ayesha :* Supermarket? What's that?

*Umer :* It's a huge shop which sells everything from toothpaste to turmeric.

*Ayesha :* Really? Are there toys in the duper ...

*Umer :* Not duper. Super. Supermarket. Yes, there are lots of toys. They're on the second floor.

*Ayesha :* How many floors are there?

*Umer :* Five. It's a very big place. There's even a restaurant on the top floor.

*Ayesha :* Go on! What else is there?

*Umer :* There's a pop-corn machine and an ice-cream machine and a weight machine ...

*Ayesha :* Is there a jewellery shop too?

*Umer :* I don't think there is. But you can see it all, Ayesha, when you come to visit me next month with father.

### USAGE A

Please note the order of words in the following questions :

Is there a river near this town?

Are there beautiful lakes in Kashmir?

How many children are there in this class?

Typical mistakes in using *there is*, *there are* and *how many* are shown below :

- ✗ There is a lake near this town?
- ✓ Is there a lake near this town?
- ✗ How many houses there are in the village?
- ✓ How many houses are there in the village?
- ✗ There is a lot of flowers on this tree.
- ✓ There are a lot of flowers on this tree.

The substitution table below gives the question forms (present and past; affirmative and interrogative; singular and plural) of *there is*, *there are* :

Is, Isn't Was, Wasn't	there	a hotel in this town?
Are, Aren't Were, Weren't		a lot of dacoits in this area?

- 1 Read as many sensible sentences as you can, using the substitution table above. Write some of them down in your exercise book.
- 2 Use appropriate forms of *there is* or *there are* in the following sentences :
  - a. ... a dinner at the club last night?
  - b. Yes, ...
  - c. ... a lot of guests?
  - d. No, ... only a few. Many members could not come because of the bus strike.
  - e. ... any speeches at the end?
  - f. Yes, ... one, by the Chief Guest. He went on and on and people began to sneak away!
- 3 Fill the blanks with suitable nouns and the right forms of *be* :
  - a. We moved into a new ... last week. There ... three large rooms and four small ones on the ground floor and a large room on the first floor.
  - b. There ... only two large rooms and two small ones in the ... we left. It ... rather cramped for us.

- c. Our new ... is fully furnished. In the sitting-room there ... armchairs and there ... also a ... .
- d. In the ... there ... two chairs, a table and an electric stove.
- e. There ... also ... for a small vegetable ... at the back of the house.

4 Using a participial phrase, convert the following sentences to the form beginning with introductory *there*.

Ex. Plenty of people are getting a promotion.

There are plenty of people getting a promotion.

- a. A rich minority is holding most of the building land in our towns and cities.
- b. Too many people are trying to buy houses.
- c. Too much black money floats around. A lot of it is used to speculate in land.
- d. Consequently steep increases occur in the value of land every six months.
- e. A lot of houses are being built all the time but they are too expensive for most people.

## USAGE B

*how many* is used with countable nouns and *how much* with uncountables.

✗ How much letters I wrote to her!

✓ How many letters I wrote to her!

✗ How many paper do you want?

✓ How much paper do you want?

5 Use *how many* or *how much* correctly in the following sentences :

- a. ... beds are there in this hospital?
- b. ... water does it need a day?
- c. ... special wards are there?
- d. ... doctors are there on its staff?
- e. ... money does the Government spend on each patient a day?

6 Make questions (using *how many* or *how much*) to which the following sentences are the answers :

- a. There were a lot of guests at the wedding.

b. There was a lot of noise in the *pandal*.  
 c. There were three different kinds of sweets served at the feast.  
 d. There was a lot of rice on Sridhar's leaf.  
 e. There were a dozen beggars waiting at the gate.

7 Improve the following sentences :

a. How much U.S. citizens visit India as tourists every year?  
 b. How much money a tourist needs a day to stay in one of our 5-star hotels?  
 c. How many rupees a U.S. tourist can get in India for a thousand dollars?  
 d. How many vaccinations and inoculations he must take before he gets his visa?  
 e. How much Indians go abroad as tourists every year?

8 Re-write the dialogue, making the necessary corrections :

a. *Man* : How much an omelette costs?  
 b. *Waiter* : Two rupees fifty paise, sir.  
 c. *Man* : That's a bit too much. How much eggs does the cook use for an omelette?  
 d. *Waiter* : I don't know, sir; I shall ask the cook?  
 e. *Man* : Never mind. How much a plate of sandwiches costs?  
 f. *Waiter* : Four rupees.  
 g. *Man* : Too expensive. How much the fish curry and rice costs?  
 h. *Waiter* : Seven rupees.  
 i. *Man* : Seven rupees? Well, it's surprising but I seem to have lost my appetite. I can have a glass of water, please?

## SPEECH PRACTICE

Note the pronunciation of the following :

there is a /ðəzə/  
 there are /ðərə/  
 is there a /izðərə/  
 are there /a:ðə/

there isn't a /ðərizntə/  
 there aren't /ðərə:nt/  
 isn't there /izntðə/  
 aren't there /a:ntðə/

Read the dialogue again with special attention to these forms.

## READING PASSAGE

### *India's Rivers*

Do you ever think of the rivers of India? They are our greatest natural assets. Aren't there hundreds of them watering our land and making it green and fertile? Aren't they natural highways linking the towns with the villages? And isn't there great beauty in them? There is such variety too. There are navigable rivers, especially in Bengal and Kerala. There are raging torrents which leap from the mountains down to the deep gorges. There are huge rivers which sometimes burst their banks and flood the countryside. And in tribute to their strength and beauty, we have always held them sacred. To love India is to love her rivers, big and small.

## COMPREHENSION

Questions, to be answered orally in complete sentences, before the answers are written :

1. How many big rivers are there in India?
2. What kinds of rivers are there in India?
3. Why do Indians hold their rivers sacred?
4. Are there many rivers without bridges in the country?
5. Why are rivers called natural highways?

## COMPOSITION

1. Write a similar passage of about the same length on the mountains of India.
2. Describe your village or town in about fifteen or twenty sentences. Try to be accurate; for example, don't say vaguely 'There are lots of schools', but 'There are two high schools for boys, seven primary schools and one girls' school in my town.'

## The Present Continuous Tense: Verbs of Perception

### DIALOGUE

#### *The Better Part of Valour*

[It is two o'clock in the morning; the dialogue takes place in Mr Raju's house.]

*Mrs Raju:* (in a whisper) Raju, Raju, wake up! Can you hear a noise?

*Mr Raju:* Noise? What noise?

*Mrs Raju:* Sh! not so loud. Someone is moving about in the kitchen. Go and have a look.

*Mr Raju:* He might have a knife on him.

*Mrs Raju:* Are you going to let him walk away with the new pressure cooker?

*Mr Raju:* Let's go back to sleep. I know it's only a mouse.

*Mrs Raju:* No. It's a thief. I feel it in my bones; it's a thief.

*Mr Raju:* Would you rather lose your husband or your pressure cooker? Now turn off the light. Let's go to sleep.

### USAGE

The Present Continuous tense is generally used to refer to actions that are taking place at the moment of speaking.

You are reading this book (now).

Some verbs, especially the verbs of perception (*like, feel, hear, see, think*, etc.) are not usually used in the Present Continuous form, though they refer to actions that are taking place at the moment of speaking.

I see someone at the gate.

The little girl hears the train in the distance. Now she is running to the window to look at it.

He understands everything that is happening around him, but he can't speak—the poor, dumb boy!

A common mistake is:

✗ Sasikala is not even understanding simple equations!

✓ Sasikala does not even understand simple equations!

- 1 Read out those sentences in the dialogue which use verbs of perception and those which use the *-ing* form.
- 2 Complete the sentences below using the correct form of the Present Continuous tense of the verb in brackets:
  - a. The children ... in the garden. (play)
  - b. They ... a sudden noise. (hear)
  - c. They ... a tiny speck in the sky. (see)
  - d. They are shouting, 'We ... it's a flying saucer'. (think)
  - e. Their mother is shouting back, 'You ... at the new Jumbo Jet'. (look)
- 3 Re-write Exercise 2 in the singular, using *Babu* in the first sentence instead of *The children*.
- 4 Read the following sentences aloud :
  - a. The King and Queen of Bernia are arriving in a few minutes.
  - b. A distinguished gathering including the Prime Minister is waiting to greet them.
  - c. I think I can see the aircraft carrying Their Majesties coming in to land—yes, there it is, glinting in the sun.
  - d. Do you hear the crowds roaring? They are cheering the King and Queen.
  - e. Now the royal visitors are coming down the steps.
  - f. Their Majesties look fresh and relaxed, and happy to be with us.
  - g. Now the Prime Minister is going forward to receive them.

This is the kind of broadcast you might hear from Palam Airport, Delhi, when distinguished visitors come to India. Re-write the sentences above as if only the King were arriving.
- 5 Correct the following sentences where necessary :
  - a. I've only seen her once but I'm liking her a lot.

b. Why are you liking her? Has she got a lot of money?  
 c. Don't be stupid; you're knowing I don't care for money at all.  
 d. Then I imagine she's very pretty to look at.  
 e. You're forgetting that beauty is only skin deep.  
 f. I'm understanding; you love her because she has a sweet nature.  
 g. Silly, I don't just love her; I'm adoring her!  
 h. What's her name?  
 i. I'm not knowing that but I'll soon find out.

6 Improve the following sentences, if necessary :

a. *Mother* : How are you going to spend Sunday morning, Santosh?  
 b. *Santosh* : I'm feeling like washing the motor-bike, mother.  
 c. *Mother* : And you, Shobha? What are you feeling like doing tomorrow morning?  
 d. *Shobha* : I feel like doing the ironing. Pronoti, what are *you* going to do?  
 e. *Pronoti* : I'm not knowing that but, I'm not wanting to do anything.  
 f. *Mother* : We understand you very well, Pronoti. You're wanting to curl up in bed with a silly detective novel. Lazy girl!

## SPEECH PRACTICE

Notice how the letter *s* is pronounced /s/ or /z/ in the dialogue.

/s/	/z/
whisper /'wɪspə/	noise /nɔɪz/
mouse /maʊs/	bones /bounz/
sleep /sli:p/	lose /lu:z/
let's /lets/	husband /'hʌzbənd/

Practise these words, then the sentences in which they occur in the dialogue. Finally, read the dialogue over again, paying attention to these sounds, and also to the punctuation.

## READING PASSAGE

### *The Death of a Pet*

His mother gave little Sunil a mynah in a cage. On the first day it sang sweetly, but as the days went by, the bird sang less and

less. Sunil said to himself, 'It feels lonely. I think we should let it go.' But Sunil's mother did not let him set it free. One morning the bird lay dead in the cage. Sunil went to his mother and said, 'I don't want a bird in a cage ever again, mother'.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What did Sunil's mother give him for a present?
2. How did the bird sing on the first day?
3. What were Sunil's words to himself?
4. Why did the mynah feel lonely?
5. What did Sunil feel on the death of his bird?
6. Have you ever lost a pet?

## COMPOSITION

- 1 Write a parallel passage, using the clues given below :

uncle/Padma/squirrel/box—played happily/played less and less—herself/must be feeling/ought to—uncle/allow/to let it go—was found—uncle/told him—

- 2 Study the following :

My neighbour Mr Lewis was having a party last night. He is rich and throws parties quite often. Mr Lewis and I have been neighbours for two years, but this was the first time he had asked me over. At eight o'clock, I could see a few people through the window but I could not hear what they were saying. They seemed to be enjoying themselves and I was ready to go across and join them. I was waiting for my wife who was putting the finishing touches to her toilet. I did not want to hurry her up. She dislikes being hurried. She would also have got nervous and that would have spoilt her make-up. I always want her to look her best.

Re-write this paragraph imagining that the party is tonight and 'you and your wife' are going to the party as soon as she is ready.

## The Simple Past Tense: WH-Questions

### DIALOGUE

#### *The Way Out*

(A journalist is interviewing the Prime Minister of Kangaland for his paper.)

*Journalist* : Mr Prime Minister, what made you enter politics?

*Prime Minister* : Well, I got involved in politics when I was a young man at the university.

*Journalist* : Which university was that?

*Prime Minister* : The Gagoka University, where I read Law and Political Science.

*Journalist* : What were you planning to do?

*Prime Minister* : Not to become a prime minister, certainly!

*Journalist* : Why did you get into politics?

*Prime Minister* : Well, I didn't want to teach Law, and I didn't want to practise, either. There seemed nothing I could do except enter politics.

### USAGE

In wh-questions with a subject, the helping verb is placed between the question-word and the subject.

Who were you talking to?

Why didn't you water the plants?

Where did you hide the letter?

A common mistake is not to use a helping verb or to put it after the subject:

✗ Where you went?

✓ Where did you go?

- ✗ What you were doing at two o'clock?
- ✓ What were you doing at two o'clock?
- ✗ When she got married?
- ✓ When did she get married?

Note that when *who* or *what* function as subjects in questions, they are placed before the verb :

Who is knocking on the door?  
What was her second letter about?

- 1 Ask *wh*-questions about the italicized words in the sentences below :
  - a. Yesterday afternoon I visited *Seshan*.
  - b. He gave me a good *tea*.
  - c. After tea we played a *game* of chess.
  - d. Then we went to the *Plaza* for the evening show.
  - e. We went to the park and *talked* till nearly midnight.
  - f. We went to bed *very late*.
- 2 Make questions in the Simple Past tense, using the appropriate verbs and placing the given subject correctly; e.g.  
When ... the letter?  
When did you post the letter?  
  - a. When ... her teaching degree? (Lalita)
  - b. Which school ... to first? (she)
  - c. When ... her scholarship to the U.K.? (she)
  - d. How many years ... abroad? (she)
  - e. When ... to India? (Lalita)
- 3 Provide the *wh*-questions that will get the following answers
  - a. I went to the library.
  - b. I borrowed a novel by R. K. Narayan.
  - c. From the library I went to the market.
  - d. I bought a packet of potato chips and some eggs.
  - e. I got back home an hour before lunch.
- 4 Fill the blanks with appropriate words. Notice the contrastive uses of *what*, *which* and *who*.
  - a. I'm ... I came to this party. I just ... a ... charming woman.

- b. ... is she?
- c. Mrs Barnett.
- d. Oh, Sandra Barnett. What exactly do you ... charming about her?
- e. I ... her concern ... people who aren't as well off as we are. ... is her husband?
- f. He is a ... producer. Look! He's standing ... there, ... the piano.
- g. Which is her husband, the one wearing the red ...?
- h. No, the one in the ... suit. ... I introduce you?

## SPEECH PRACTICE

*wh*-questions are usually said with the falling tune :

Where are you going?

The voice falls markedly on the last stressed syllable of the question—in this case, the syllable *go*. Read the dialogue again, using the falling tune with all the *wh*-questions.

## READING PASSAGE

### *Welcome Home*

Sushila (8) and Nagesh (10) went with their parents to Palam airport to meet their big brother Satyan who was returning from Russia after his training in metallurgy. The children clung to his arms and showered him with questions. 'Who drove the big plane?' asked Sushila. 'When did you get on the plane?' asked Nagesh. 'Are you hungry?' asked Sushila. Then they got down to the important business. 'What did you bring me from Russia?' asked Sushila. 'Give me a kiss first', said Satyan. 'I brought you a doll that can sing and dance—and is as pretty as you.' Now Nagesh tugged at his brother's shirt and said, 'What did you bring me?' 'What you always wanted—a beautiful electric railway.'

## COMPREHENSION

Without looking back at the passage, change the following sentences from indirect to direct speech :

1. Sushila asked Satyan what he had brought her from Russia.

2. Satyan told her to give him a kiss first.
3. Nagesh wanted to know what Satyan had brought him.
4. Sushila wanted to know who had driven the big plane.
5. Nagesh asked Satyan when he had got on the plane.

## COMPOSITION

- 1 Write a parallel passage, using the clues below :  
Gautam (5)/Shobha (8)/Santa Cruz/uncle Balu/England/research programme/mathematics—hung on/bombarded—your/Gautam—board/Shobha—aren't/Gautam—on/serious things—did you get for/England/Shobha—Balu—mini sewing-machine/make your doll's clothes—Gautam/pulled/arm/shouted—a soldier that can march up and down and beat a drum—
- 2 Write a dialogue of between 15 or 20 lines between a journalist and a film star. Let the former ask how the star entered the films, whether she likes the life, what her plans are for the future, what was her best film, etc.

## Prepositions

### DIALOGUE

#### *Sun and Sand*

*David* : Hello, Ivor, so you're back from your holiday !

*Ivor* : Yes, we got back on the train last night.

*David* : You're looking brown and very fit. Were you on the beach all day ?

*Ivor* : Except at meals. We walked on the sands morning and evening and sat under a beach umbrella when the sun was too hot.

*David* : Did you swim a lot ?

*Ivor* : Yes, we did. At first my daughter was frightened of the waves, but soon she learnt to swim. And then we couldn't keep her out of the sea !

### USAGE

A few common mistakes in the use of prepositions are shown below :

✗ Our neighbours are going to a holiday/for a holiday.

✓ Our neighbours are going on a holiday.

✗ There is a boat in the river.

✓ There is a boat on the river.

✗ We can travel to Goa in bus, in train or in plane.

✓ We can travel to Goa by bus, by train or by plane.

✓ We can travel to Goa by bus, train or plane.

✗ The cricketers complained to the hotel manager for the food.

✓ The cricketers complained to the hotel manager about the food.

1 Fill in the blanks with suitable prepositions :

a. Mr and Mrs Prasad came ... of their house in a hurry.

b. They got ... their car quickly.  
 c. Mr Prasad drove it ... the open gate and ... to the road.  
 d. Once ... the road, he stepped ... the accelerator.  
 e. A few minutes later, the car stopped ... the railway station.  
 f. Mr Prasad bought a platform ticket ... his wife ... one ... the counters.  
 g. They hurried ... the gate, where Mrs Prasad showed her ticket.  
 h. The ticket-collector said, 'No need to hurry. The train is an hour late. Please go ... the waiting-room.'

2 Supply suitable prepositions and complete the sentences :

- The house agent was driving the newly married couple to look ... a small house ... the suburbs.
- ... the way, he began to praise the locality, the house, the neighbours, and the absence ... dust and noise.
- He told them that the suburb was so healthy that no one had ever died ... it.
- The couple looked ... each other and agreed that a suburb ... which nobody dies is a fine place to live ....
- Just then a funeral procession went ..., with a few people walking ... the coffin.
- The surprised husband looked doubtfully ... the agent.
- 'Don't be alarmed', said the agent. 'That was the undertaker. He starved ... death!'

3 Study the prepositions in the sentences below :

- The labourers are not at work.
- They are at dinner.
- They will go to bed early since they have to get up at five in the morning.
- They have to be at the building site by seven.
- They go six miles by bus and then walk half a mile across a flat piece of land.
- They will find the supervisor already waiting for them at the site!

Re-write these sentences so that they refer to just one labourer.

4 Look at the question-and-answer example :

*Q.* Where do men grow beards?  
*Ans.* They grow them on their chins.

Answer the following questions in the same way, using suitable prepositions. Write the answers later in your notebooks.

- a. Where do men wear caps?
- b. Where do women wear necklaces?
- c. Where do men wear belts?
- d. Where do men wear shoes?
- e. Where do women put the *tilak*?
- f. Where do women wear bangles?

5 Look at this question-answer example :

*Q.* Where do we buy medicine?

*Ans.* We buy it at the chemist's.

Answer the following questions, using suitable prepositions:

- a. Where do we buy envelopes and paper?
- b. Where do you put the date on a letter?
- c. Where do you sign a letter?
- d. Where do you write the address of a person to whom you are sending the letter?
- e. Where do you buy stamps?
- f. Where do you post letters?

### SPEECH PRACTICE

Many prepositions have a weak form which the student should practise.

<i>Preposition</i>	<i>Strong Form</i>	<i>Weak Form</i>
at	/æt/	/ət/
to	/tu/	/tə/
of	/əv/	/əv/
for	/fɔ:(r)/	/fə(r)/
from	/frəm/	/frəm/

Prepositions which end in a vowel sound have the strong form when they precede a word which begins with a vowel. Compare

to the house /tə ðə haus/ to a house /tu ə haus/

Notice that 'for' has a linking 'r':

for the period /fə ðə piəriəd/ for a period /fər ə piəriəd/

Read the dialogue again, paying particular attention to the way the prepositional phrases should be spoken.

### READING PASSAGE

#### *Out of the Mouth of Babes?*

Last Friday I took my wife and my six-year old daughter Sudha to see the Taj Mahal at Agra. We went by the Taj Express and Sudha was very excited because she had never travelled by train before. She sat near the window and looked at the trees and houses flying by with shining eyes. At one station a fat woman, about fifty years old, came into our compartment and sat facing us.

When the train steamed out of the station, the woman opened her handbag, took out a lip-stick and began to make up her lips. 'Why are you doing that?' asked Sudha. 'To make my face beautiful', said the woman, frowning. 'But your face is still ugly', said Sudha. You can imagine how embarrassed my wife and I were! We apologized to the woman and told Sudha sternly that she should not be rude to people. Sudha concentrated on the countryside flying past the window and did not look at the woman again.

### COMPREHENSION

Answer the questions orally in full sentences before you write the answers :

1. Did Sudha, my wife and I go by bus to see the Taj?
2. Was this the first time that Sudha had travelled by train?
3. Where did the fat woman sit?
4. What did she take out of her handbag?
5. Did Sudha apologize to the woman?
6. What did Sudha do after she got a scolding?
7. Can you describe an occasion when a child's frank words caused embarrassment?

### COMPOSITION

1. Write out a parallel passage with the help of the clues below :  
a fortnight ago/a friend of mine/son Nagesh/famous caves/  
Ellora – Bombay Express/could not contain his joy/made a

journey by train—We made him sit/the little boy looked at the changing scene—a way-side station/lady/entered/took a seat—  
after/left/a mirror and a powder-compact/powder her face—  
Nagesh with a serious face—giving him a smile—guess/his father—his son/talk rudely—lady/at Aurangabad—

2 Write two paragraphs describing your last visit to a fort, church, temple or ruin.

## The Articles

(Revision 1)

### DIALOGUE

#### *Practising One's English*

*Nalini* : Have you got a rubber ?  
*Mother* : I think there's one in the left-hand drawer of your table.  
*Nalini* : Have you got the key of the drawer ?  
*Mother* : It's in the lock.  
*Nalini* : Have you got some honey ?  
*Mother* : Yes. There's some in a brown bottle in the kitchen cupboard.  
*Nalini* : Have you got a comb ?  
*Mother* : It's on the floor, right at your feet, stupid !  
*Nalini* : Have you got a snake ?  
*Mother* : A snake ? What are you going to do with a rubber, a snake, a comb and some honey ? Are you out of your mind ?  
*Nalini* : No, mother. I don't really want any of them. I'm just practising my English.

### USAGE A

We have observed that *a* (or *an* before vowel sounds) is used before countable nouns. Uncountable nouns (like *rice*, *water*, *sand*, *jam*) do not take *a* or *an*.

- ✗ We make a butter out of a milk.
- ✓ We make butter out of milk.
- ✗ Do we need a sugar to make pudding ?
- ✓ Do we need sugar to make pudding ?
- ✗ Do we need a honey to make omelette ?
- ✓ Do we need honey to make an omelette ?

- 1 Fill in the blanks with *a* or *an* where necessary :
  - a. At the grocer's Mrs Bindra bought ... rice, ... dal and ... sugar.
  - b. She also bought ... packet of blades and ... tube of ... toothpaste.
  - c. At the baker's she didn't buy ... bread or ... butter.
  - d. She ordered ... cake for her son's fourth birthday.
  - e. On the way home she bought ... kerosene at the ration shop.
  - f. When she got back home, her husband asked her if she had brought him ... packet of cigarettes.
  - g. She said she hadn't wanted to since he had ... bad cough!
  
- 2 Study these sentences :
  - a. Bengalis like fish a good deal, and they prefer river-fish to sea-fish.
  - b. Kashmiris are fond of meat.
  - c. Keralites eat *payasam* (a sweet dish) at the end of a meal.
  - d. Tamils eat rice and curds at the end of a meal, and *payasam* before the rice and curds.
  - e. Andhras like hot curries and hotter pickles.
  - f. We are told that Gujaratis like sweets after a meal, before a meal and during a meal!

Re-read these sentences, changing the first words in each sentence to *A Bengali*, *A Kashmiri*, etc. Write three of the sentences in your notebook.

## USAGE B

The definite article is used with a person or thing already mentioned.

A : There's **a** fly in my coffee.

B : Is the fly dead or alive ?

*the* is also used before a noun which can represent only one particular person or thing.

Little Rahman is ill; let us take him to the doctor.

Jay is playing in the garden.

- 3 Study the use of the articles in the sentences below :

- a. Mrs Sridhar wakes up at half-past-five every day.

- b. A little later, the newsboy pushes the morning paper under the door.
- c. At six the milkman calls, leading a cow and a calf.
- d. A few minutes later her husband calls for a cup of coffee.
- e. At seven he shouts for a second cup!
- f. By then one or two men may be pushing carts of vegetables or fruit into the street. Another day has begun!

Re-read sentences *a* to *e* so that they will tell us what happened yesterday. Write all of them into your notebook.

### SPEECH PRACTICE

The letter *r* is silent in unstressed syllables like *or*, *ar* or *er* at the end of words, and the vowel is weakened to /ə/. Practise saying the following words correctly :

rubber	mother	water	sugar	grocer	butter
order	after	doctor	gardener	paper	later

The *r* is pronounced if the next word (of the same sense-group) starts with a vowel sound. Practise the following phrases :

water in the glass	mother of four	later in the day
a gardener of sorts	doctor in trouble	after all
sugar and spice	paper of high quality	mother-of-pearl

### READING PASSAGE

#### *Seeing a Friend Off*

The train was on time. Mrs Tickoo picked up her suitcase and got into a first-class compartment. There was a woman with a baby in the compartment. Mrs Tickoo put her suitcase under the seat and sat near the window. Just then, a boy and a girl rushed up. The girl cried, 'We nearly missed saying goodbye to you!' The boy said, 'Our car broke down fifty yards from the station—and we ran all the way!' 'Where is your mother?' asked Mrs Tickoo. 'She can't run like us', said the boy. At that moment the guard blew his whistle and waved his green flag. 'Thank you very much for seeing me off', said Mrs Tickoo, 'but you shouldn't have run all the way. Say goodbye to your mother for me!' 'Goodbye!' cried the children, as the train steamed out of the station.

## COMPREHENSION

Answer the following questions in complete sentences before you write down the answers.

1. Is Mrs Tickoo a poor woman?
2. Did Mrs Tickoo put her suitcase near the window?
3. Was the children's mother able to see her friend off?
4. Who did Mrs Tickoo see in her compartment?
5. Where did the car break down?
6. Do you enjoy seeing your friends off at the railway station or the airport? Or do such occasions sadden you?

## COMPOSITION

Describe, in about a dozen sentences, how the day begins for you, in the manner of Exercise 3.

## The Direct and Indirect Objects

### DIALOGUE

#### *A Sweet Trick*

*Asha* : Where's the sugar, father ?  
*Father* : Sugar? What are you talking about?  
*Asha* : The sugar I sent you the money for.  
*Father* : The money? When did you send me the money?  
*Asha* : Half an hour ago, through the boy you sent here. I gave him a bag, too.  
*Father* : But I didn't send any boy to you.  
*Asha* : What! I gave the money and the bag to a boy—he said you had sent him.  
*Father* : We've been tricked! What did the fellow look like?  
*Asha* : He looked honest enough. I wouldn't have given the money to anyone who looked sly or dirty. And besides, he gave me a slip of paper with our address on it!  
*Father* : He gave us the slip all right.

### USAGE

The indirect object is usually placed before the direct object if it is a single word, and after the direct object if it consists of a number of words.

The man brought his wife some medicine.

The man brought some medicine to his wife who lay ill in bed.

Pronouns are therefore placed before the direct object.

Cows give us milk.

Did he send you a card for the new year?

We showed them the photograph album.

- 1 Read the dialogue again, picking out the direct and indirect objects and marking their position in the sentences.

2 Complete the following sentences, placing the direct and indirect objects in appropriate positions, and adding prepositions if necessary:

- a. All her friends gave presents that she really appreciated  
Kamala
- b. Radha bought the girl who was her best friend  
a silver tea-set
- c. Aunt Shobha gave a cheque for one hundred rupees  
her niece
- d. Kamala's rich brother her  
presented an expensive stereogram
- e. Her old and faithful the girl she had brought up from  
ayah presented childhood  
a brass pot

3 The sentences below have, in brackets, either the direct or indirect object. Complete them by adding an appropriate direct or indirect object :

At the gate, Mr Bhagat bought (tickets).

At the gate, Mr Bhagat bought tickets for his wife and four children.

- a. At the zoo, Mohan was feeding (peanuts) ...
- b. His younger sister Lakshmi was offering (the baby elephant which was standing near its mother) ...
- c. His parents were giving (their youngest son Anand who was begging for an elephant ride) ...
- d. One of the keepers was throwing (small fish from a bucket) ...
- e. Another keeper was giving (two tigers in a cage) ...

4 Mrs Guhan runs her household with extreme efficiency; everything is done at exactly the same time every day. Read the sentences below which describe what will happen at breakfast time in the Guhan household tomorrow morning.

- a. Mrs Guhan will give her husband a large helping of cornflakes at two minutes past eight.
- b. Then she will serve cornflakes to her two children and give them warm milk to put on the cornflakes.
- c. Mr Guhan is a bit peculiar: he likes tea with his cornflakes! So his wife will pour tea into his bowl and pass him the sugar.

- d. Then she will fry them two eggs each and give her husband the bottle of jam. It will then be exactly seven minutes past eight.
- e. Mrs Guhan's daughter, Saras, is even more peculiar than her father. She likes her jam with a bit of salt, so her mother will pass her the salt-cellar!
- f. Then Mrs Guhan will pour them all tea and give the newspaper to her husband. The time: 8.20 a.m.

Re-write these sentences, picturing the Guhan family at breakfast yesterday morning.

5 Re-write the sentences in Exercise 4, beginning with the first line:

'Every day Mrs Guhan gives her husband ... '

### SPEECH PRACTICE

Read the dialogue again, practising the falling tones in the *wh*-questions.

### READING PASSAGE

#### *A Budding Film Star*

Leila's uncle had promised her a movie camera if she got a first class in her M.A. degree examination. He kept his promise to her, and bought his clever niece a new Kodak movie camera.

On Sunday afternoon Leila took her family to the seashore and filmed them in many happy scenes. Her little sister Sheila pretended that she was a fisherman's daughter and posed with a basket of fish on her head.

The next day Leila sent the film to the Kodak office at Bombay. When it came back developed, she showed it proudly to all her friends. Everyone said that Sheila had a bright future as a film star!

### COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Why had Leila's uncle promised her a movie camera?
2. What make of camera did he buy her?
3. Who did she send the film to?

4. Has anyone given you such an expensive present?
5. Is it likely that your father will give you a camera on your next birthday?

## COMPOSITION

- 1 Write two paragraphs parallel to the first two paragraphs of the reading passage, making use of the clues below:

Robert's aunt/the S.S.L.C. examination—her intelligent nephew—

one day last week/his two cousins/the park/—elder/Ranga/  
to be/fruitvendor/fruit—

two days later/by registered post—he got it/his neighbours  
—Robert/producer—

- 2 Read the dialogue again. Re-write the incident as a narrative (in two paragraphs).

## The General Present Tense

### DIALOGUE

*Never a Lender Be*

*Sundari* : What do you think of our new neighbour, Bhanu?

*Bhanu* : I don't think much of her. She comes over at least half a dozen times a day and borrows something or other.

*Sundari* : I thought I was her only victim. She visits me at all hours and asks for something just when I need it!

*Bhanu* : What does she borrow from you?

*Sundari* : Sometimes she asks for the coconut-scraper or the egg-beater. But her favourite request is for the electric iron.

*Bhanu* : She already knows I haven't got many kitchen gadgets. So she takes coffee-powder or sugar or cooking oil instead.

*Sundari* : That's even worse. Doesn't she ever buy anything?

*Bhanu* : Why should she, when she's got neighbours like you and me? Well, I must be going. By the way, Sundari, can you let me have your iron for half an hour?

### USAGE

Fluency needs to be established in using the negative and interrogative forms of the General or Simple Present tense. A common mistake is

- ✗ What elephants eat?
- ✓ What do elephants eat?
- ✗ Why he never sees a film?
- ✓ Why doesn't he ever see a film?
- ✗ You like coffee?
- ✓ Do you like coffee?

- Fill in the blanks with *What*, *When*, *Where*, and *How*:
  - ... do elephants live?
  - ... does an elephant eat?
  - ... do elephants flap their ears?
  - ... long does an elephant live?
  - ... does the elephant work for man?
- Fill in the blanks with *do*, *does*, *doesn't* and *don't*:
  - Girija ... play the violin, does she?
  - No, she .... But she plays the *veena* very well.
  - ... her sisters play the *veena* too?
  - No, they .... But they can sing.
  - ... Girija give concerts?
  - No, she .... Her teacher thinks she will be able to in two more years' time.
- Arrange the word-groups below to form meaningful sentences:
  - doesn't look pretty/the common crow/but is a very clever bird
  - very high/but have magnificent tail-feathers/peacocks don't fly
  - tiny birds/fine nests/though they are/sparrows build
  - the vulture/and men hate it/eats/human flesh/a bird of ill-omen
- Study these affirmative sentences:
  - When I read a book in English, I always keep a dictionary near me.
  - If I do not know the meaning of a word, I open the dictionary and find the word.
  - The dictionary always tells me the meaning of the new word.
  - If it is a good dictionary, it also gives one or two sentences as examples of the word in everyday use.
  - Often a word has more than one shade of meaning, and I choose the one most suited to the context.
  - I also look carefully at the pronunciation guide to find out how the word is spoken.

Convert these sentences to the interrogative form, changing the pronoun 'I' to 'you'; e.g. (a) When you read a book in English, do you ... ?

## 5 Fill the blanks with appropriate words :

- Our new Principal has a dog. It is difficult to tell ... the Principal owns the dog or the dog owns the Principal!
- He brings this big, brown Alsatian to college ... day, rain or shine.
- He takes the dog to his classes; it ... under the table till the lecture is over.
- When he ... to lunch at a restaurant across the road, he takes the dog ... him.
- He has trained the dog to ... the college mail. The dog trots off to the ... at nine and comes ... in twenty minutes with the letters in a bag ... from its neck.

## SPEECH PRACTICE

At the beginning and end of a sentence, *does* is usually pronounced /dʌz/; in other positions, it is weakened to /dəz/. Similarly *doesn't* is /dʌznt/ when it begins or ends a sentence and /dəznt/ in other positions. Practise the following :

- What does Raghu do for a living?
- Does he sell insurance?
- He doesn't work very hard, does he?
- Doesn't he have to support his old parents?

Read the dialogue again, paying particular attention to the forms of *do*.

## READING PASSAGE

*People and Houses*

In what strange dwellings do people live! On the lakes of Kashmir there are people who live, work and die in boats. These boats are large and heavy and are called house-boats. In Africa, some tribes live in houses in the tops of trees, or even in houses perched on stilts. Far up in the cold north, the Eskimos build igloos out of ice-blocks. They crawl in and out of them through a small opening which is just big enough to let a man through. In the burning deserts the nomadic tribes live in tents which they can quickly take down and put up. And in the world's big cities men live in tall skyscrapers high above the noise of busy streets.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. What different kinds of dwellings do people live in?
2. Do you know what stilts are?
3. How do the Eskimos get in and out of their houses?
4. Who live in tents?
5. Where do you find skyscrapers?

## COMPOSITION

1. Write a similar passage about the strange forms of transport that people use, taking into account the clues below :  
 canals of Venice—slender, swift gondolas  
 flat lands of Egypt—tough buffaloes  
 Greenland—sleighs drawn by reindeer and sliding on the snow  
 deserts of the Middle East—camels which can go without water for days  
 mountainous Tibet—very strong animals called yaks  
 cities of India—rickshaws pulled by men
2. Write a paragraph on the Indian elephant; its appearance, habits, habitats, the kinds of food it is fond of, etc. Then write out an incident you have heard of or read which shows that the elephant has a long memory.

## The Simple Past Tense: Irregular Verbs

### DIALOGUE

#### *At the Police Station*

*Woman* : Inspector, I've lost my handbag.

*Inspector* : Can you describe it?

*Woman* : Well, it's black, with a steel clasp. I only bought it last week.

*Inspector* : Was there anything in it besides money?

*Woman* : Yes. A small mirror, a bottle of perfume and a bunch of keys. Also an address-book.

*Inspector* : Where did you lose it?

*Woman* : In the post-office. I put it on the counter, took out some money, bought a stamp and turned round to put some gum on the stamp. When I turned back to the counter, it had gone!

*Inspector* : Is this your handbag?

*Woman* : Yes, it is. How did you catch the thief so quickly?

*Inspector* : A man was trying to sell it in the market and one of my men in plain clothes caught him red-handed!

### USAGE

While most verbs in English form their past tense forms with *-ed*, there are irregular verbs which need to be mastered.

*lay* : Our hen laid nine eggs this month.

*eat, sell* : We ate two and sold the rest.

- 1 You may hear sentences like the following in a broadcast on a football game between two State teams in a national tournament.
  - a. Bengal's outside-right is passing the ball to Salim, the centre-forward.

- b. Salim is taking a shot at the goal, thirty yards away.
- c. The Punjab goalie is jumping up and hitting the ball away.
- d. Rabi, Bengal's outside-left, traps it! He is dribbling his way towards the middle, he passes it to Salim
- e. Salim fails to stop it—the ball is going to the Punjab right-back, Shyam.
- f. With Salim rushing at him, Shyam taps the ball to his own goalkeeper.
- g. The goalkeeper misses it—and it's a goal!

Re-write these sentences in the Simple Past tense, as they might appear in a report of the match in the newspapers the next morning.

2 These sentences describe what is happening to Mohan Bhagat in a dream:

- a. I am standing on a plain surrounded on all sides by mountains.
- b. The sun is shining in the sky, but with a bright blue light.
- c. Suddenly the sun goes out, the sky turns black and a storm breaks over my head.
- d. There is a clap of thunder and lightning strikes a tree about fifty yards from where I am standing.
- e. A huge bird flies down from the sky and picks me up in its claws.
- f. I wake up with a scream.

Re-write these sentences in the past as you would describe Mohan Bhagat's dream to a friend.

3 Study these sentences :

- a. Children listen to people speaking around them for a long time before they begin to speak
- b. They begin by speaking words, usually the names of things.
- c. Then they begin to put words together.
- d. Later they go to school and learn to read and write.
- e. Children listen, speak, read and write, in that order.
- f. When children learn a new language, should they learn it exactly in the same way?
- g. Or should they learn to listen, to speak, to read and to write at the same time?

Re-write the first five sentences above so as to make them apply to a child (boy or girl) learning his or her mother tongue.

4 Again re-write sentences *a* to *e* above in the singular so as to describe how Navin Seshadri (4) learnt his mother tongue. Begin: Navin Seshadri listened to the speech.... How exactly will you re-write *e*, *f* and *g*?

### SPEECH PRACTICE

The short /u/ and /i/ sounds are contrasted with the long /u:/ and /i:/ sounds below:

/i/	/i:/	/u/	/u:/
inspector	steel	good	do
anything	keep	put	you
lip-stick	week	rupee	new
office	thief	took	lose
mirror	policeman	looked	afternoon

Practise saying these words correctly. Then read the dialogue either singly or in groups, paying special attention to these words.

### READING PASSAGE

#### *A Housewife in Distress*

Yesterday Tenuja went to the shops to buy food for the family. She thought, 'My husband likes *Chapathis*,' and asked for wheat at the grocer's. But the man only had rice. Then she said to herself, 'I'll make him fried meat and toast.' The butcher sold her a little meat for eight rupees but she saw that it was more bone than meat. 'Well, what can I do? I'll make him some soup tonight, and a big omelette.' She found that there were only duck's eggs in the shops and her husband hated duck's eggs. 'I'll buy some tomatoes; we can have sandwiches instead,' she said to herself. Luckily there were tomatoes at the greengrocer's and she bought a kilo of them. On her way home she thought, 'At least we won't starve tonight!' She bought two loaves of bread from the baker's near her house.

### COMPREHENSION

Answer the questions orally in complete sentences before you write the answers in your notebook.

1. What did Tanuja buy for dinner?

2. What did the butcher sell her?
3. Did she buy duck's eggs?
4. Did Tanuja buy a kilo of potatoes?
5. What did you have for dinner last night? What did you eat this morning for breakfast?

## COMPOSITION

- 1 Write a passage parallel to the Reading Passage above with the help of the clues below.

the other day/Malathi/to market—said to herself/*dosais*/rice—  
grocer/wheat—thought, 'mutton curry'—half a kilo of  
mutton/six/found/mutton—is to be done—for dinner tonight/  
a tomato omelette—discovered/market/did not like—get a  
cucumber/—cucumber sandwiches/thought—lots of cucumber/  
two—As she walked back home/said to herself/will have  
something to eat—large/baker's shop/a few yards from—

- 2 Write an account of the last occasion you went shopping, giving full details of the purchases you made.

# 14

## Some and Any

### DIALOGUE

#### *Buying Mangoes*

*Customer* : I want some mangoes. Some good ones.

*Shopkeeper* : I haven't got any bad ones, madam, I only sell the best. I managed to get some very good ones only this morning.

*Customer* : How much are they ?

*Shopkeeper* : These are Alphonso from Bombay, madam. The best mangoes in the world. Ask anyone. Four rupees each.

*Customer* : That's very expensive. Haven't you got any cheaper ones ?

*Shopkeeper* : Would you like some of these Raspuris, madam ? They're only a rupee each.

*Customer* : Give me some of those. And have you got any oranges ?

*Shopkeeper* : No, madam. Would you like some apples, though ? Eight rupees a dozen.

*Customer* : All right, I'll have two dozen. Can you get someone to put them in the car ?

*Shopkeeper* : I'll do it myself, madam. There isn't anyone else in the shop at the moment.

### USAGE A

*some* and *any* are used before plural or uncountable nouns. *some* is usually used in affirmative sentences, *any* in negative or interrogative ones.

Are there any roses in the garden ?

No, there aren't.

He hasn't got any faith in politicians.

I want some envelopes, please.

But when the question is really an invitation or a request, *some* is used :

Would you like some of these Raspuris, madam?

Will you buy some stamps for me?

Compare these two sentences with *Are there any Raspuris left?* and *Did you buy any stamps?* *something*, *anything*, *someone* and *anyone* are used in the same way as *some* or *any* :

Is there anything missing?

There's something wrong here.

Can you get someone to put them in the car?

Is there anyone at home?

1 Fill in the blanks with *some*, *any*, *something* or *anything* :

- Ahmed is looking rather gloomy. He must have got into ... trouble.
- Yes, I hear he is having ... trouble with his employer. Hasn't he told you about it?
- He told me ... two weeks ago. But I didn't pay ... attention to it; Ahmed is always grumbling at ... or other.
- He is having ... trouble at home too. Two days ago his wife scalded her foot with boiling oil.

2 Use *some*, *any*, *something* or *anything*, as appropriate, in the sentences below :

- Haven't you got ... annotated plays of Shakespeare?
- We have ... plays but not all, sir.
- Have you got *Othello* or ... of the tragedies?
- I'm afraid we haven't got ... of those. Would you like to look at ... recent fiction?
- No, thank you. I never read fiction. I don't get ... out of novels at all.

3 Use *nothing*, *everything*, *something* and *anything* suitably to complete the sentences below.

- Seshadri : H'm, what a long face! Is ... wrong, Maya?

- Maya : No, no, ... is wrong.

- c. Seshadri : Yes, dear, ... *is* wrong.
- d. Maya : Well, ... *is* wrong. Have you forgotten? It's my birthday today.
- e. Seshadri : Is it? I'm so sorry, dear. I remembered ... else yesterday evening—I bought the kilo of butter you asked me to. I also brought your saris from the dry-cleaner's, remember?
- f. Maya : What's the use of remembering ... else? You forgot my birthday (sniffing).
- g. Seshadri : No, Maya, no tears. Just look behind that bookshelf. You'll find ... there.
- h. Maya : Oh, what a gorgeous sari! So you didn't forget my birthday after all! And who said men don't know ... about saris? There's ... wrong with ... when *you* buy it, dear.

## USAGE B

*any* is used after *if* and expressions of doubt.

- ✗ If you have some doubts, please let me know.
- ✓ If you have any doubts, please let me know.
- ✗ I wonder whether there is some time left.
- ✓ I wonder whether there is any time left.

- 4 Use *any* or *some* correctly in the following sentences :
  - a. I left ... papers and a bunch of keys at your house last night.
  - b. I don't think you left ... papers. But my wife found a bunch of keys on the sofa. Here it is.
  - c. Will you thank her for me? I'm really worried about the papers; at least three of them are important. If you find ... of them later, please let me know, won't you?
  - d. Certainly. I must go now; I have got to post ... letters.
  - e. Will you buy ... stamps for me, and ... money order forms?
- 5 This is an appeal for help from a Lieutenant-Colonel defending some of his outposts against a determined attack by the enemy. Choose from among : *some*, *any*, *nothing* and *everything* to fill the blanks.
  - a. The enemy forces outnumber us by two to one. Can you send us ... reinforcements in the next twenty-four hours?

- b. We have ... in the way of armour, and what we need badly are ... tanks. Just half a dozen of them will put heart into our defenders.
- c. No plane has come over to give us air support for the last two days; I'm beginning to doubt whether you have ... fighters.
- d. Are there ... fighters at the base that you can call up?
- e. If you have ... Bren gun carriers, do send us ... immediately.
- f. ... is being done to stop the enemy from advancing further, but without reinforcements we cannot hold out for more than a few days.

### SPEECH PRACTICE

The word *some* is weakened to /səm/ when it is not a pronoun.

I want some mangoes. /ai 'wɔnt səm 'mængouz/

*something* is stressed on the first syllable /'sʌmθɪŋ/, like *anything* /'eniθɪŋ/. Care should be taken not to say /jeniθɪŋ/ or /sjemθɪŋ/; other words in which one hears an intrusive /j/ are *else*, *everybody*, *egg*, *m* (the name of the letter), etc. Practise these sentences :

Something is wrong somewhere.

Is anything the matter?

What else did you do?

Has he an M.A. degree?

Read the dialogue again, paying particular attention to *some*, *any*, *someone* and *anyone*.

### READING PASSAGE

#### *The Non-working Woman*

My neighbour's wife is a clever woman. She can easily afford servants but she doesn't keep any. She very often stands at the gate of her house. When she sees some neighbour or other going to the shops, she calls out, 'Thankam, will you get me some potatoes?' Or, 'Sunanda, I haven't got any onions. Buy some for me; and some chillies too.' She smiles sweetly at them and thanks them profusely when they bring her what she wants. For larger purchases, she depends on hawkers who come to her door. The only time she leaves the house is to see a film or to go on a shopping spree. Once or twice her husband has been seen carrying buckets

of water in from the street tap. She never asks anyone in, so we can only wonder whether she does any cooking at all. It seems as if she gets her husband to do it, poor man!

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. Why doesn't the neighbour's wife keep any servants?
2. What is her favourite ruse?
3. What does she depend on the hawkers for?
4. Why do you think she makes her husband carry buckets of water?
5. What do her neighbours say about her?

## COMPOSITION

- 1 Write a parallel passage making use of the clues below :

the woman in the house opposite mine/cunning—to have two or three/employ—door—notices/out to do some shopping/Manorama/brinjals—Kaushalya/sugar—sugar/garlic—very sweetly/is full of gratitude/buy—needs/come pushing carts up the street—goes out/to go to/visit friends—we have seen her husband—invites/speculate—certainly seems/her husband does the cooking—

- 2 Write a dialogue of between 15 and 20 sentences between a customer and a confectioner. The former would like to buy different kinds of cake, sweets, biscuits, etc. Consult the dialogue at the beginning of the chapter, if you need help.

## The Articles

(Revision II)

1. Study the use of the articles in the paragraph below:

The sun is the nearest luminous body to the earth. The moon seems to shed light. This is not its own light, but light reflected from the sun. A luminous body is one which emits light. The moon is not a luminous body, nor are the other planets luminous. A man standing on the moon will see the earth as a bright body. But this is, of course, the light from the sun.

### USAGE A

We use the definite article to refer to unique objects—unique in the whole of our experience: the sky, the stars, the sea, etc.; and unique within a given situation: the morning, the blackboard, etc.

The sky appears red in the east at sunrise.

I'll see you in the morning.

1 Use *a*, *an* or *the* correctly in the blanks:

- On ... warm night ... little girl called Rekha was playing in her garden.
- She looked up at ... sky and saw ... red light, ... blue light and ... green light.
- They were moving across ... sky.
- She heard ... loud humming noise and guessed that it was ... aeroplane.
- ... aeroplane passed out of sight. ... stars shone brightly.
- ... little girl saw ... star shooting across ... sky.
- She thought that ... star shooting across ... sky was far more beautiful than any aeroplane.

2 Read:

- These are photographs of the two rooms I worked in last year.

- b. The ceilings are high in both rooms, so it is always cool, even in the summer.
- c. There are rush mats on the floor in one of the rooms and a carpet in the other.
- d. The windows on one side give the occupant a view of the river.
- e. The windows on the other side look out on a beautiful old mosque.
- f. I am sure you will be able to do a lot of work and be quite comfortable in them. The rent I was paying for them was quite reasonable, too.

Re-write these sentences, imagining that the speaker only worked in one room.

### USAGE B

The definite article is used to refer to a person or thing already introduced.

A cat and a dog were great friends. One day the cat said to the dog, 'Let's run away'.

3 Study the use of the articles in the paragraph below:

A man is walking down a street, carrying a large parcel and reading a newspaper. He is holding the newspaper in front of his face.

A woman is walking towards the man. She is carrying a parrot in a cage.

The man keeps walking and reading his newspaper. As the man nears the woman, the parrot suddenly cries, 'Look out!'

The man jumps into the air, his newspaper and parcel fall on the sidewalk. The parrot and the woman glare at the man and then walk away, while the man picks up his parcel and his newspaper and walks away too. But the man is no longer reading his newspaper. He is carrying it under his arm and he is looking where he is going.

Give the reason which justifies each use of the indefinite or definite article.

4 Write out the incident which the clues below suggest, taking care to use the articles correctly:

girl—standing—balcony—her house—looking down—street—  
 handsome young man—carrying—guitar—looks up—sees girl  
 —balcony—keeps walking—looking up frequently—smiling—  
 does not see—banana peel—falling on his face—girl laughing  
 —young man looking up—not smiling now.

5 Study the use of the definite article in the paragraphs below:

Kshetragna Simha, the Maharajah of Chandipur, was a peculiar man who had strange likes and dislikes. He disliked violence, but he admired the violence of a Napoleon or an Alexander. The violence of these men was in the distant past, while violence before his eyes even to a mouse or a bird horrified him. He hated shedding blood himself and yet allowed the blood of dozens of goats to be shed at the Kali festival in the capital every year.

He was very fond of children, but children caught stealing fruit anywhere in the kingdom were given six lashes of the whip. Simha was, however, the first rajah to build an orphanage in Chandipur, as early as 1837.

### USAGE C

The definite article is omitted in generalizations:

Little boys like dogs. (i.e. all dogs)

Life is difficult. (i.e. life as a whole)

The definite article is used when something is particularized.

My son likes dogs, but he hates the big, black dog next door.

The life of a child is carefree.

6 Fill the blanks with articles, but only where necessary:

- Mr Murthi reads ... books on ... history. ... period he enjoys most is ... Mauryan Age.
- Mrs Murthi reads ... detective novels. She likes ... novels of ... Agatha Christie, but does not care for ... books of ... Earle Stanley Gardner.
- Young Bala Murthi likes ... adventure stories, especially ... adventures of Tarzan.
- Their servant Mastan reads only ... film magazines. ... poor fellow can only afford ... cheapest ones.

7 Fill the blanks with *a*, *an* or *the*, but only where necessary:

- ... faith is unquestioning confidence in someone or something.
- Our old servant Nanee is ... example of ... person having ... great faith in many little rituals.
- When ... child of ... family falls ill, ... faith Nanee shows in ... piece of ... black string tied round ... wrist is touching.
- Sometimes she switches ... trust she has in ... black string to ... pot of water mixed with ... tamarind, chillies and ... lot of salt.
- Three times she goes round ... sick child with ... pot, driving away ... evil spirit which is causing ... fever.
- Then she takes ... pot to ... next street and pours ... mixture on to ... road.
- ... evil spirit can be 'transferred' from one's own house to ... house of another by this simple operation.
- Naturally ... faith Nanee has in ... doctors is very slight indeed.

### SPEECH PRACTICE

The articles *a* and *an* are most often pronounced /ə/, /ən/; *the* is of course pronounced /ði/ before a vowel sound, as in /ðænt/.

Read the three passages again, paying particular attention to the way you pronounce the articles.

### READING PASSAGE

#### *A Foolish Bird*

A guest at a dinner in a friend's house sat tight and showed no signs of leaving. At length the friend called his attention to a bird on a tree and said, 'As our last course has not been served, wait till I cut down the tree, catch the bird, have it cooked, and tell the butler to bring up some wine. What do you say to that?'

'Well,' replied the guest, 'I expect that by the time the tree is cut down, the bird will have flown away.'

'No, no,' said the host, 'that is a foolish bird, and doesn't know when to go.'

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. What did the friend call the guest's attention to?
2. Why was the bird on the tree termed foolish?
3. How would you describe a guest who has overstayed his welcome?
4. What was the host going to tell the butler to do?
5. How do you get rid of guests who stay too long?

## COMPOSITION

- 1 Write a parallel passage, using the clues given below:  
 man/the house of a friend/did not show any signs—finally/  
 host/pointed/is over/the tree down/servant/another bottle—  
 think of—  
 said/man/you cut down the tree/surely have—  
 his/stupid—
- 2 If you had the opportunity, which foreign country would you most like to visit, and why? (2 or 3 paragraphs)

## The Verb 'Be'

## DIALOGUE

*A Proud Parent*

*Mr Gopal :* Congratulations, Narayan. Your son was placed second in the selection list for the medical college, wasn't he?

*Mr Narayan :* Thank you, Gopal. We were rather anxious about it, but fortunately he did make it in the end.

*Mr Gopal :* I was certain he would. He was always a bright lad.

*Mr Narayan :* He certainly worked very hard. His mother is delighted that her son will soon be a doctor.

*Mr Gopal :* Is the boy at home?

*Mr Narayan :* No, he went to visit his grandparents in Tiruchi, but I've sent him a telegram and he'll be here tomorrow.

*Mr Gopal :* I'd like to congratulate him in person.

*Mr Narayan :* Look, why don't you come to tea tomorrow? We'll be happy to have you.

*Mr Gopal :* That's very nice of you, Narayan. I'll be there about five.

## USAGE

Many learners are not sufficiently fluent in using the right forms of *to be* (*is, am, was; are, were; shall be and will be*), especially in conversation. Note these examples:

✗ There is a cobbler in our village. He was a good and kind man, but his wife will be a very hard woman.

✓ There is a cobbler in our village. He is a good and kind man, but his wife is a very hard woman.

Fill in the blanks with acceptable forms of *be*:

a. Tomorrow ... Paul's birthday.

b. He ... seven years old tomorrow.  
 c. His parents ... proud and happy; Paul ... their only son.  
 d. He ... very ill a few months ago and they ... terribly worried.  
 e. But now he ... well and growing fast, and they ... very relieved.  
 f. He ... eight years old next year.

2 Fill in the blanks with the appropriate forms of *be*:

a. Before 1921, the year of the Revolution, the Russian people ... under the tyranny of the Czars.  
 b. The land ... the property of rich feudal lords and the peasants ... the victims of political oppression and ... miserably poor.  
 c. The Revolution ... the outcome of decades of suffering and resentment.  
 d. Today, fifty years after the Revolution, the Soviet Union ... one of the most powerful nations in the world.  
 e. The Russian people ... an outstanding example of what can be achieved by determination, effort and courage.  
 f. There ... no doubt that the Revolution ... an inspiration to the generations to come.

3 Fill in the blanks with the appropriate form of *be*:

Kuei, a Chinese wit, ... very afraid of his wife. When a friend made fun of him on this account, Kuei said, 'There ... three good reasons for my being so afraid of my wife. First, when we married, she ... as noble as a *bodhisattva*, and, as you know, we ... all afraid of *bodhisattvas*. Then when she gave birth to a child, she ... like a tiger with its cub. Who ... not afraid of a tiger? And when she becomes old, her face ... full of wrinkles and she ... look like a demon, and all men fear demons. So ... it not natural that I ... afraid of my wife?'

4 Fill in the blanks with the right forms of *be* and the right forms of the verbs given in brackets:

a. Marriage ... to have ... poor Bhinder completely—he ... a carefree young man till last week. (seem, change)  
 b. He and his friends ... such jolly companions.  
 c. They ... present at every film-show or football match in the city and ... lounging in front of all the popular coffee-houses. (see)

- d. All that ... a thing of the past; now Bhinder ... never ... with any of his cronies in any of his old haunts. (see)
- e. He only ... out on Sunday evenings, and only in the company of his wife; they ... either ... in Nehru Park or in the Siva temple. (go; find)
- f. The surprising thing ... that Bhinder has now ... smoking. (stop)
- g. Only time ... tell what other reforms will be ... in Bhinder's life! (make)

## SPEECH PRACTICE

The strong and weak forms of *am*, *are*, *was*, *were*, *shall* and *will* are given below:

	Strong form	Weak form/s
am	/æm/	/əm/, /m/
are	/a:/	/ə/
was	/woz/	/wəz/
were	/wə:/	/wə/
will	/wil/	/l/
shall	/ʃæl/	/ʃl/, /l/

These verbs are usually found in the weak form; therefore you should practise the weak forms till you can use them with ease. Remember, however, that these verbs normally have the strong forms when they are placed at the beginning or the end of sentences. Read the dialogue again, saying the weak forms of the verbs correctly. Then practise the following sentences:

Gopal is in hospital, isn't he?

No, he isn't. He was last week, but he's home now.

Was he very ill?

Yes, he was. But he's better now. His family was very happy when he was discharged.

## READING PASSAGE

### *Progress*

Twenty years ago, Kamalapur village was backward and neglected. There was no supply of drinking water and the villagers

washed their cattle in the only pond. There was no hospital or school, and no electricity either.

Today Kamalapur is electrified, and a mobile dispensary visits it every week. A primary school is housed in a stone building. Drinking water is on tap. There will soon be a branch of the State Bank in the village, and this will be a great boon to the farmers. Loans for farming operations will be readily available and the grip of the moneylender on the farmer will be loosened.

### COMPREHENSION

Questions on the passage, to be answered orally in complete sentences before the answers are written:

1. What was Kamalapur like twenty years ago?
2. What is wrong with cattle using the same pond as people?
3. What are the changes that have come about in Kamalapur?
4. What will be a great boon to the farmers?
5. Is drinking water on tap in your house?
6. How will the grip of the moneylender on the farmer be loosened?
7. What changes have you noticed in your own town or village in the last ten years?

### COMPOSITION

1. Write an account, similar to the one about the village of Kamalapur, of a railway station called Jhoola, using the hints below:

#### Ten years ago

small, ill-kept, dirty  
no waiting room  
passengers waited on un-  
covered platform  
no tea or fruit stalls  
no porters

#### Now

expanded considerably, neat  
large waiting rooms for upper  
and third class passengers  
a tea stall  
a newspaper and magazine kiosk  
a dozen porters

2. Write two paragraphs of about ten sentences each about the changes in your life from the time you were a in school to what you are now: a college student.

## The Present Perfect Tense

### DIALOGUE

#### *Going Away*

*Wife* : Have you locked the garage, dear?

*Husband* : Yes, I have. And I've checked all the doors and windows. Have you told the milkman to stop the milk?

*Wife* : Yes, I have. I told him we won't be back till next Friday. Where's the cat? Have you given it to the man next door?

*Husband* : No, I haven't, but I'm sure it'll be all right.

*Wife* : Have you stopped the newspapers?

*Husband* : Yes, I remembered that. Have you filled the thermos flasks with coffee?

*Wife* : Of course, I have. Have we forgotten anything?

*Husband* : No, I'm sure we haven't. Come on, let's go.

*Wife* : Yes, let's go. (*The husband tries to start the car, but it won't go.*)

*Husband* : I've forgotten to put the petrol in!

*Wife* : Just like you! Now I suppose we'll have to push it to the petrol station.

### USAGE A

We use the Present Perfect tense when we are interested in something having happened which has some result or bearing on the present.

He has finished his homework. (and now he can go out to play)  
 All the guests have arrived. (and now we can go ahead with dinner)

The Present Perfect is also used for actions that are just over.

I have just sat down.

The train has just arrived.

The Simple Past tense should be used to refer to a definite time in the past when something happened. A common mistake is to use the Present Perfect tense instead.\*\*

✗ I have met him last Thursday and had a long talk with him.

✓ I met him last Thursday and had a long talk with him.

1 Fill in the blanks with the correct tense in brackets:

- Subbu ... a piece of land in May last year. (bought, has bought)
- Then he ... a loan of Rs 20,000 from the Building Society. (took, has taken)
- He ... the construction of the house over to a contractor he can trust. (gave, has already given)
- The contractor ... nearly half the work. (completed, has completed)
- Last week Subbu ... him to try to finish the work before the monsoon broke. (asked, has asked)

2 Fill in the blanks with the appropriate form of the verb in brackets:

- Little Ruth ... ill last Monday. (fall)
- Her mother ... her to the doctor that evening. (take)
- He ... her an injection and some medicine (give), but she ... better yet. (get)
- In fact, she ... worse since yesterday evening. (grow)
- This morning her mother ... a specialist. (call in)
- He suspects typhoid and ... her blood for the Widal test. (send)

3 Read the following sentences in the third person singular:

- Have you ever seen a helicopter?
- Yes, I have. But I have never been up in one.
- Have you ever climbed to the top of a lighthouse?
- No, I haven't. I have never even seen one.
- Have you been to Malabar Hill?
- No, I haven't.
- Have you never been to Bombay then?

\*\* Refer to the chapter on the Simple Past tense.

h. No, I haven't. Once I started for Bombay but a black cat crossed my path fifteen yards from the house.

i. So you turned back home! Have you always been superstitious?

4 Sheila, a working woman, writes in her diary every night before she goes to bed. Here is what she wrote on three successive days last week. Supply the affirmative or negative form of the Simple Past tense, as necessary.

- Early this morning, I ... up to the terrace to look at my roses. It ... rather cold and I ... to wrap a shawl round my shoulders. (go, be, forget)
- Now I ... a bad cold and ... sneezing. (catch, start)
- When I ... to the doctor, he ... me to take an aspirin with warm water every six hours. (go, ask)
- I ... a letter from home for a week, and I am beginning to worry. (have)
- I wonder whether my mother ... ill or whether my little sister ... herself with a knife. (fall, hurt)
- I have been reading a film magazine to get rid of my fears but they ... yet. (go)

### USAGE B

*since* is used to refer to a point of time in the past, and *for* to refer to a period of time.

He has not written a single poem since 1970.

He has not written a single poem for three years.

A common mistake is to use *since* with a period of time:

✗ They have not spoken to each other since two weeks.

✓ They haven't spoken to each other for two weeks.

Fill in the blanks with the appropriate phrase from those in brackets:

- Nissim was a bright boy and he got a distinction in the B.Sc. examination ... (since May 1980, in May 1980)
- He has been looking for a job ... (since May 1980, in May 1980)

c. He registered his name at the Employment Exchange in his town ... (since July 1980, in July 1980)

d. In desperation he joined a course of typewriting and shorthand ... (since last month, last month)

6 Fill in the blanks with *since* or *for* as appropriate:

- Tom and his wife Terra have been my friends ... thirty years.
- When I went to Delhi last year, I stayed with them ... three weeks.
- Their only son Kumar is doing medicine. He has been at medical college ... October 1978.
- Kumar plays the violin extremely well. He has been taking violin lessons ... November 1976.
- Tom and Terra looked after me very well and gave me the most pleasant holiday I have had ... many years.

7 Use the Present Perfect tense form of the verbs given in brackets to complete the sentences. Note that some sentences will need the negative form of the Present Perfect tense.

- I ..... a dacoit for fourteen years. (be)
- You see, I was born in a tribe of dacoits and I ... not ... any other life. (know)
- My tribe's worst enemies ... always ... policemen and I ... ... them since I was five years old. (be, hate)
- Ever since I was eighteen, I ..... the older bandits in many raids on the houses and wedding-parties of the rich. (join)
- Quite a few times I ..... close to capture, and once a police bullet whistled past my ear. (come)
- However, the strain of our kind of existence ..... to tell on me. (begin)
- I ... seriously ... to leave my tribe and change my way of life altogether. (decide)

### SPEECH PRACTICE

The weak form of *has* is /həz/ and that of *have* /həv/. A native speaker weakens these even further, especially when pronouns immediately precede them, as, for example, in

He has just left. /hi:z dʒəst left/  
I have told him. /aiv tould him/

However, it should be enough if the learner can produce /həz/ and /həv/ when needed. These words are not normally weakened at the beginning or end of sentences. Look at these examples:

She has gone out. /ʃi: həz ɡən aut/  
 Has she gone out? /həz ʃi: ɡən aut/  
 Yes, she has. /jes, ʃi: həz/  
 Have they got a daughter? /hæv ðei ɡot ə də:tə/  
 No, they haven't. /nou, ðei hævnt/  
 They have got a son. /ðei həv ɡot ə sən/

Read the dialogue again, paying special attention to *has* and *have*.

## READING PASSAGE

### *Factory Report*

The Governor inaugurated the Parampur small-car factory last year. The first year's production was 600 cars. The management planned to double its production this year, but it has failed to achieve this target, owing to labour troubles. However, it has now effected a compromise with the trade unions. During the last month production has been stepped up considerably. It is now hoped that a thousand cars will roll off the production lines by the end of the financial year.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. How many small cars did the Parampur factory produce last year?
2. Why has the management failed to double its production this year?
3. What has it done to remedy this?
4. Has this had any effect?
5. What is the revised target of production this year?

## COMPOSITION

1. Write a parallel passage, using the clues given below:

Chief Minister/Malpur bicycle factory—4,000 bicycles—Board

of Directors/treble/reach/that/figure/non-availability/of certain components—received a new shipment from Czechoslovakia—three weeks/increased markedly—10,000 bicycles/be produced/of the year—

- 2 Write a note about inflation in India, pointing out what has been done to check it.

## Prepositions

(Revision)

### DIALOGUE

*In Court*

*Prosecutor* : Where were you at midnight on Thursday last?

*Witness* : I was at home.

*Prosecutor* : Were you in bed?

*Witness* : No. I couldn't sleep and I went out into the garden.

*Prosecutor* : What happened then?

*Witness* : I saw a man at the back door of the house next to mine.

*Prosecutor* : What was he doing?

*Witness* : He was just waiting about. After a minute or so, the man I was looking at was joined by another man.

*Prosecutor* : Two men. I see. What did you do?

*Witness* : I went inside the house and got a torch.

*Prosecutor* : What was that for?

*Witness* : I wanted to shine it on them. They were opening the door with a crowbar.

*Prosecutor* : Did you see them clearly?

*Witness* : Yes, I did. One was a tall man with a black beard. The shorter one had a long cut on his cheek.

*Prosecutor* : Will you please look round and tell the court if they are here or not.

*Witness* : Yes, they are; over there, next to those policemen.

### USAGE

Prepositions are often moved to the end of the clause when used

(i) in defining relative clauses

The music to which she listens is classical. (formal)

The music which she listens to is classical.

## (ii) with infinitives

a park in which to walk (unusual)

a park to walk in

## (iii) with interrogatives

At whom was he shouting? (archaic)

Who was he shouting at?

1 Recast the following sentences, moving the italicized prepositions to the end of the clause or sentence:

- Near Madhav's house there was a maidan *in* which to play.
- The boys *with* whom he played were from his school.
- His mother, who didn't like him going to the maidan, used to ask him, '*To* which place are you going?'
- He used to reply that the only place *to* which he went was the town library!

2 Fill in the blanks with *about*, *from*, *on*, *with*:

- This is the book I was telling you ...
- I see that it is clearly written and is an excellent book to take notes ...
- Do you have a typewriter to type your notes ... ?
- Yes, I have. By the way, who did you borrow the book ... ?
- You would be surprised. The man I borrowed it ... is my professor.

3 Fill in the blanks with suitable prepositions:

- Two English schoolboys travelled overland ... India last year.
- They crossed the English Channel ... a small boat.
- From Calais they went ... car ... Paris.
- ... the way a lorry crashed ... their car but the boys were lucky and escaped ... only minor injuries.
- They went ... bicycles ... Paris ... Rome, and ... boat ... Cairo.
- One of them fell sick and had to go ... hospital.
- They were advised to go ... plane to India, as they were very tired.
- They arrived ... Delhi two months and twenty-one days ... leaving England.

4 Fill in the blanks with suitable prepositions where necessary:

- Shame ... the parents who want to supervise ... the spending ... pocket money!
- ... first children may squander ... a month's allowance ... a week, or buy foolish things or be tricked ... dishonest shopkeepers.
- But how will they ever learn how to spend ... a hundred rupees unless they learn ... how to squander a hundred paise ... the first place?
- The right to spend ... pocket money as he pleases is a child's first step ... the dignity ... being an adult.
- He will make mistakes, but he will learn ... making mistakes. So, dear parents, once you put the money ... your children's little pockets, forget all ... it!

### SPEECH PRACTICE

The vowels /ɔ/ and /ɔ:/ and the diphthong /ou/ give a lot of trouble to most learners. The sound /ou/ is long and said with well-rounded lips. The words in the first column below contain this sound. A less rounded but long sound is the one that is common to the words in the third column. The least rounded of the three sounds is /ɔ/ which is found in the words of the second column. This is also a short sound. Notice that the vowel in *long* /lɔŋ/ is short and that the vowel in *short* /ʃɔ:t/ is long!

Practise the three sounds singly, and then in contrast:

/ou/	/ɔ/	/ɔ:/
home	what	walked
open	got	saw
over	wanted	door
no	long	torch
crowbar	not	tall
	on	shorter
		court

Read the dialogue again, paying particular attention to these words.

### READING PASSAGE

#### *The Storyteller in the Park*

The office Mr Chanda works in is very near a public park. The

bus he takes every morning drops him off at the park, and Mr Chanda strolls round it once before he goes to work. Promptly at one o'clock, Mr Chanda comes out and makes straight for the park. The bench he usually sits on is near the fountain and his lunch is eaten to the background music of falling water and chirping birds. At five minutes to two, Mr Chanda goes back to his office, after a lunch hour that many might envy him for. At five o'clock he is again on his usual bench in the park. Now is the time of day he likes best. Mr Chanda has made friends with some children who come to the park, shepherded by their *ayahs*. He tells them stories; they listen to him with wide-eyed attention. Crowding round him, they fight for a place next to the story-teller in the park.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Where does the bus Mr Chanda takes drop him off?
2. How many times a day does he visit the park he is so fond of?
3. Where is the bench he usually sits on?
4. Who has he made friends with?
5. Is there anyone you know who is a little like Mr Chanda?  
Can you describe him?

## COMPOSITION

1. Write a parallel passage, using the clues below:

firm/Mr Das/the Lodi Gardens—day/puts him down/main gate of the Gardens/walks for ten minutes/the office—exactly/leaves the office/goes—seat/occupies/artificial pond/of his own/portable radio—ten/returns/break/many less lucky—half-past five/found/seat—comes the hour—squirrels who have made their home in the trees—throws them nuts/wait for the nuts with ill-concealed impatience—ringing him round/the nuts that the squirrel-feeder in the park has brought along—

2. Re-write the dialogue at the beginning of this chapter as a statement made by the witness in court, without any questions from the Public Prosecutor. Do not leave out any detail, however unimportant it may be.

## Auxiliaries in Short Answers

### DIALOGUE

#### *The New Servant*

(Mrs Rudra is interviewing a girl who has applied for a job as a domestic servant.)

*Mrs Rudra* : What's your name?

*Servant* : Chikkamma.

*Mrs Rudra* : Can you cook?

*Servant* : Yes, madam, I can. I can cook both vegetarian and non-vegetarian food.

*Mrs Rudra* : Can you make biriyani?

*Servant* : Yes, I can. And I can make a lovely kurma to go with it.

*Mrs Rudra* : Do you chew pan?

*Servant* : Yes, I do.

*Mrs Rudra* : Well, don't go spitting all over the place. Have you any relations?

*Servant* : Yes, madam, I have. Two sisters and a brother.

*Mrs Rudra* : Don't bring them here. Are you married?

*Servant* : No, I'm not.

*Mrs Rudra* : Good. Husbands are a nuisance.

*Servant* : Yes, they are. They drink, and they spend your money.

*Mrs Rudra* : Well, you can start tomorrow, if you like.

*Servant* : No, madam, I can't. I'm going to be married tomorrow!

### USAGE A

Questions which require the answer 'Yes' or 'No' can be answered by *Yes* or *No* and the auxiliary only. A common mistake is to repeat the verb in the question.

✗ Does Mani smoke? Yes, he smokes.

✓ Does Mani smoke? Yes, he does.

- ✗ Has she forgotten the appointment? Yes, she has forgotten.
- ✓ Has she forgotten the appointment? Yes, she has.
- ✗ Is he going to do something about it? Yes, he is going to.
- ✓ Is he going to do something about it? Yes, he is.
- ✗ Had they reached Tokyo by then? Yes, they had reached.
- ✓ Had they reached Tokyo by then? Yes, they had.

If the subject in the question is a noun, it is replaced by a pronoun in the answer.

- ✗ Will the police arrest him? Yes, they will arrest.
- ✓ Will the police arrest him? Yes, they will.

1 Give short answers, in the affirmative or negative, as directed:

- a. Is Mr Varma a rich man? (yes)
- b. Did his father leave him a lot of money? (yes)
- c. Did he marry into a rich family? (no)
- d. Has his wife brought him luck? (yes)
- e. Has he become richer since he got married? (yes)
- f. Do the Varmas give money to worthy causes? (no)

- 2 Supply affirmative or negative short answers to the questions below:
  - a. Should teachers help their students in examinations? (no)
  - b. Ought they to help them before the examinations? (yes)
  - c. Should teachers set a good example to their students? (yes)
  - d. What about parents, politicians and officials? Should they also behave properly? (yes)
  - e. Do students become cynical when they see adults lazy, corrupt and inefficient? (yes)
  - f. Will that do our country any good? (no)

### USAGE B

We often hear agreements or disagreements with affirmative remarks made with 'Yes, it is', or 'No, it isn't'. This is a mistake. Agreement should be made with *Yes* and the corresponding auxiliary. *so* and *of course* can replace *yes*. Disagreement with an affirmative statement is made by *no* (or *oh, no!*) and the negative of the corresponding auxiliary.

- ✗ He has given up smoking. Yes, it is.
- ✓ He has given up smoking. Yes, he has.

- ✗ They are very late. Yes, it is.
- ✓ They are very late. Yes, they are.
- ✗ Malini's sister is very pretty. No, it is not.
- ✓ Malini's sister is very pretty. No, she isn't. (Oh, no, she isn't.)
- ✗ The Arabs will fight. No, it isn't.
- ✓ The Arabs will fight. No, they won't.

3 Agree or disagree with the affirmative remarks below, as indicated:

- a. Ootacamund is very cold in April and May. (disagree)
- b. The best way to get to the hill station is to go by train. (agree)
- c. The scenery is very beautiful as the train slowly climbs up to 8,000 feet. (agree)
- d. It will be easy to find a place to stay at. (disagree)
- e. You may run into a film star or two in any of the big shops in town. (agree)
- f. You will win a lot of money at the races. (disagree)
- g. You will want to go again next year. (agree)

4 Agree or disagree with the statements below, as indicated within brackets:

- a. There is a lot to be said for giving and taking dowry in a modern society. (disagree)
- b. In earlier times, the bride's dowry was supposed to give her a good start in her new home. (agree)
- c. The dowry was supposed to give her some security against misfortune in the family. (agree)
- d. Now the giving of a dowry has become a crude and distasteful custom. (agree)
- e. It injures the girl's self-respect, puts her family to great financial strain, and debases the man's attitude towards his wife. (agree)
- f. All educated young men continue to demand large amounts as a dowry. (disagree)
- g. The dowry will soon be a thing of the past in our country. (disagree)

### USAGE C

Agreements with negative remarks are made with 'no' and negative auxiliaries. A common mistake is to say 'yes' when one agrees with

the negative remark:

- ✗ Elephants are not fierce animals. Yes, they are not fierce.
- ✓ Elephants are not fierce animals. No, they aren't.
- ✗ She can't sing at all. Yes, she can't.
- ✓ She can't sing at all. No, she can't.
- ✗ Kumar needn't pay the fine, it seems. Yes, he needn't.
- ✓ Kumar needn't pay the fine, it seems. No, he needn't.

Disagreement with negative remarks is made with *yes* or *oh, yes* and the auxiliary in the affirmative. The use of *but* is a common mistake.

- ✗ She won't speak to you again. But she will speak.
- ✓ She won't speak to you again. Oh, yes, she will.
- ✗ Chari doesn't cut classes. No, he does cut.
- ✓ Chari doesn't cut classes. Oh, yes, he does.
- ✗ Meenu might not like the present. No, she might.
- ✓ Meenu might not like the present. Yes, she might.

5 Agree or disagree with the negative remarks as indicated:

- a. India didn't win the war in Bangladesh. (disagree)
- b. Our forces didn't take more than 14 days to defeat the enemy. (agree)
- c. They weren't helped by the people of Bangladesh. (disagree)
- d. We should not have offered a cease-fire when Dacca fell. (disagree)
- e. The fighting men of our forces did not take revenge on those who collaborated with the Pakistan army. (agree)
- f. The war was not fought with skill, determination and unity. (disagree)

6 Agree or disagree with the negative statements below, as indicated in brackets:

- a. The reign of Akbar was not one of the glorious periods in Indian history. (disagree)
- b. Akbar did not try to bring Hindus and Muslims together. (disagree)
- c. He did not allow his Muslim compatriots to lord it over his Hindu subjects. (agree)
- d. He did not bring together at his court great scholars, artists and musicians of both communities. (disagree)

e. He did not want Hindus and Muslims to be always fighting each other to the detriment of the country. (agree)

## SPEECH PRACTICE

Short answers have two falling tunes in the same sentence:

Yes, ↓ he has. ↓ No, ↓ they couldn't. ↓

The comma is often ignored and the answers said with only one falling tune, instead of two. This mistake must be eradicated by practice. Read the dialogue again, saying the short answers correctly. Go over the answers to the exercises again, using two tunes in every case.

## READING PASSAGE

### *Inspecting the Bride*

The party that had come to have a look at the girl consisted of the boy's parents, his eldest sister and a lawyer friend of theirs. The prospective bride had lost her father, but her mother's brother, an onion merchant, had been asked to strengthen the side. After tea and a song sung rather off-key by the girl, they got down to business. 'Is the boy's job a permanent one?' said the merchant. 'Yes, it is,' said the lawyer. 'Has the girl ever been ill?' 'No, she hasn't,' said her mother, 'our Hema has never known a day's illness.' 'Of course, she hasn't,' said the merchant. 'Your boy is in the Purchasing Department, I'm told.' 'Yes, he is. In the Purchasing Department of Karat, Kouger & Co.,' said the boy's father. 'Does he have any chances of promotion?' pursued the merchant. It was the lawyer who answered. 'He certainly does; he will be in Grade I next year. But he doesn't bother about that; he gets twice his salary in commission.'

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Why did the boy's parents take their lawyer friend with them?
2. Had the girl ever been ill?
3. Did the boy have any chances of promotion?
4. Did the boy have any extra income?

5. Did the girl sing well?
6. Were the guests served coffee?

## COMPOSITION

- 1 Write a parallel passage, using the clues given below:

group/take/prospective bride/friend of the family—girl/doctor/summoned—two songs rendered fairly well/came—asked the doctor—replied the father—did/ever have any serious illness—Padmini/single day's—doctor—has a position in the Health Department—has—he is a sanitary inspector/family friend—what are his/doctor—father—District Health Officer—four or five years—worry/makes/in various ways—

- 2 The conversation between the two parties to the proposed marriage (in the Reading Passage above) must have gone on till a conclusion satisfactory to both sides had been reached. Imagine the next five minutes of it as being dominated by the lawyer and the onion merchant and set it down, taking care to use short answers wherever necessary.

# 20

## The Simple Past and Past Continuous Tenses

### DIALOGUE

#### *Men are Nice Brutes*

*Mumtaz:* Why, Tara! You're limping!

*Tara:* I had an accident. I was waiting for the 9.10 bus to go to the office. When it came round the corner, I moved forward ...

*Mumtaz:* ... but a dozen men elbowed their way in, no doubt.

*Tara:* Yes, men are such brutes. Just as I was getting into the bus, it moved off. I slipped on the footboard and would have fallen out but a young man pulled me in.

*Mumtaz:* That was lucky!

*Tara:* My big toe was dislocated. The young man helped me off the bus and took me to hospital.

*Mumtaz:* How kind of him!

*Tara:* And while the doctor was attending to my toe, the young man—whose name was Ashok—talked to me and kept my mind off the pain. Nurses were hurrying up and down, doctors were prodding and probing patients, children were shouting and screaming all over the place, but this young man never left my side.

*Mumtaz:* Men are so nice.

### USAGE

The most important use of the Past Continuous tense is in combination with the Simple Past, when it refers to an action which started before the action in the Simple Past.

The policeman was walking along the road when he saw a body in the gutter.

We can use *while* to say the same thing:

While the policeman was walking along the road, he saw a body in the gutter.

If two Simple Past tenses are used, they will express consecutive actions:

When he returned the family had dinner. (The family waited for him)

When he returned, the family was having dinner. (The family began dinner before he came back)

Look at these pairs of sentences:

She listened to the radio when a lizard fell on her arm.

She was listening to the radio when a lizard fell on her arm.

When the musician sang, the loudspeakers failed.

When the musician was singing, the loudspeakers failed.

In the first sentences above, the wrong use of the Simple Past tense, instead of the Past Continuous, distorts the meaning. The first sentence could imply that she listened to the radio because the lizard fell on her arm and the third that the loudspeakers failed because the musician sang!

If we wish to talk about some past act that is completed while another action is going on, we use the Past Continuous for the longer unfinished action, and the Simple Past for the shorter completed action.

The man was leaning on his gate and his children were playing on the road. Suddenly a cyclist tore round the corner and hit one of the children.

1 Fill the blanks with either the Simple Past or Present Continuous form of the verb given in brackets, whichever is more appropriate:

- I ... for my usual walk this morning. (go)
- It ... very heavily. (rain)
- I ... into a shop and ... two letters while I was waiting for the rain to stop. (go, write)
- I ... to walk in the rain and post them. (decide)
- Just as I ... my raincoat, the rain stopped. (put on)

2 The hints below are in the Simple Present tense. Change them into sentences with verbs in the Simple Past or Past Continuous, as appropriate:

- One day—Jim Corbett walks in forest—
- Beautiful day—wind sings in branches—sun shines on leaves and grass—
- Monkeys chatter in trees—birds flit from twig to twig—
- Corbett comes to glade—hears roar—freezes behind tree—
- Ten seconds later—golden tiger with black stripes walks into glade—stops—listens—slinks back into jungle—disappears—

3 Choose the Simple Past or Past Continuous forms of the verbs in brackets:

- The Jayarams (sleep) soundly when a noise (wake) them.
- Their dogs Dancer and Tripper (begin) to bark furiously.
- They (go) downstairs to find out what had happened when Mrs Jayaram (twist) her ankle on the last step.
- Jayaram (leave) his wife at the foot of the stairs and (dash) into the kitchen.
- He (find) the kitchen door open—the latch had been forced.
- While Jayaram (examine) the flower-beds for footprints, his wife (telephone) the police.
- Jayaram had always fancied himself as a detective, and (peer) at the lawn through a magnifying-glass when a police jeep (draw) up!
- The police inspector (ask) the budding detective what he (do) on the grass.
- When Jayaram (not reply), the inspector (suggest) that he leave the task of catching the burglar to the police.

### SPEECH PRACTICE

Like /ai/, /ɔi/ etc. the diphthong /au/ is an open one in English. Practise these words:

shouting/sautiŋ/	down/daun/	doubt/daut/
round/raund/	out/aut/	found/faund/

Then practise the sentences in the dialogue in which these words occur; finally read the dialogue again, paying particular attention to these words.

## READING PASSAGE

*Cow Attached*

A minister was inspecting a prison when he noticed a young criminal in one of the cells. He asked what the prisoner had been doing when he was caught. The prisoner said, 'I was just walking along the street when I saw a bit of rope on the ground. Thinking it was of no use to anyone, I picked it up.' The minister was moved, and he asked the Prison Superintendent, 'Why should we keep this young man in prison for an old piece of rope?' 'Your Excellency,' said the Superintendent, 'please ask him what was tied to the rope.' 'Well, young man, what was it?' 'To my bad luck, Your Excellency, there was a cow tied to the rope.'

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. When did the minister notice the young prisoner?
2. What was the young man doing when they caught him?
3. What did the visitor ask the Prison Superintendent?
4. Why did the young man pick up the bit of rope?
5. What are the duties of a prison 'visitor'?

## COMPOSITION

1. Re-write the anecdote below, changing the verbs in the General Present to verbs in the Simple Past or the Present Continuous, as appropriate:

a General—drinks wine—in camp—on cold winter day—candles lighted—coal burning in stove—after bottle of wine—beads of sweat on forehead—'Curious weather this year'—says General—'should be cold—but it's warm'—

the sentry—standing outside tent—hears what General said—enters and kneels before General—'weather normal for time of year—I—standing outside—'

2. Write an anecdote (in the past tense) which expands the clues given below. Take the Reading Passage in this chapter as your model:

minister—inspecting lunatic asylum—sober-looking youth in cell—minister puts questions—young man gives sensible

answers—says wicked relatives testified he was *mad* to get him admitted in *asylum*—they wanted his lands—minister surprised—asks young man to send him petition—would sign order for release—young man thanks minister—minister walks off—*largish* stone hits him on his back—young man shouts—‘Don’t forget my pathetic case, sir.’

## Preposition (+Definite Article) +Noun

### DIALOGUE

#### *A Burglar at Home*

*Burglar* : I had a terrible dream last night.

*Wife* : Drink your coffee, it'll get cold. What was the dream about?

*Burglar* : Well, I dreamt that I was at school again.

*Wife* : Really?

*Burglar* : Yes, I was at school again. And the Headmaster sent for me and said, 'Ruffi, your record here is spotless. I hope you will become a priest when you leave us this year.'

*Wife* : And did you?

*Burglar* : Yes. There I was going to church on a Sunday morning. I had white vestments on and a clerical collar round my neck. And I walked up the aisle, went up into the pulpit and delivered a splendid sermon.

*Wife* : What's wrong with all that? I think it's rather nice.

*Burglar* : At the end of the sermon, two warders came up to me and took me back to my cell.

*Wife* : Your cell?

*Burglar* : Yes, my cell. You see, I had been in prison all the time!

### USAGE A

The definite article *the* is omitted after the prepositions *to*, *from*, *out of*, *at* and *in* with the following nouns when they are used for their primary purpose: *school*, *college*, *bed*, *work*, *market*, *hospital*, *prison*, *court* and *sea*. When these places are not used for their primary purpose, *the* is needed.

His wife goes to market every other day. (She buys things, which is what a market is for)

Let us go to the market and take some photographs of the vegetable stalls. (The market is not being used for its primary purpose)

1 Fill in the blanks with *the* where necessary:

- The Satyarajus' boy John is in ... hospital with typhoid.
- They go to ... hospital twice a day to see him.
- His mother goes to ... church every morning to pray for her son's recovery.
- The doctor has said that the boy won't be able to go to ... school for at least five weeks.
- Yesterday his father went to ... school to tell the Headmaster about John's illness.

2 Correct these sentences where necessary:

- In prison, the inmates are governed by very strict rules.
- They must get out of the bed at five o'clock every morning.
- After exercising in the yard for half-an-hour, they go to the work either in the book-binding, furniture-making or weaving sections
- When one of them is punished, he is put to work breaking stones in the sun.
- In the prison, the prisoners cannot use the lights after nine o'clock at night.

3 Read the following dialogue about 'A Pampered Daughter', filling the blanks with *the*, but only where necessary:

- Principal: Mrs Salim, why is your daughter always late in ... morning? What time does she wake up ... every day?
- Mrs Salim: Fatima wakes up at eight but—
- Principal: But what?
- Mrs Salim: She doesn't get out of ... bed till nine.
- Principal: That's odd. What does she do in ... bed for a whole hour?
- Mrs Salim: Well, she has her tea, sometimes she listens to ... radio, sometimes she contemplates ... ceiling. Then she has ... tea again.
- Principal: Doesn't she want to get to ... college in time?
- Mrs Salim: Fatima was very good at ... school. She used to

leave ... house exactly at nine a.m., walk to ... school in fifteen minutes and still have a quarter of an hour free before ... class began. I don't know, she has changed a good deal after she began to go to ... college.

i. Principal: Why don't you insist on her coming down to ... kitchen for her morning tea?

j. Mrs Salim: Oh, Mrs Krishnan, how can I do that? She's my only child, it'll break my heart.

## USAGE B

When the word *home* is not followed or preceded by any descriptive word, it is used without the article, and the preposition *to* is omitted.

Do you have to go home very early?

When *home* is preceded or followed by a descriptive word, *to* must be used:

The Duke is going to his ancestral home in Scotland.

The Sherpa went back to his home in the mountains.

A common error is to use *at his home* for *at home*:

✗ I left my purse at my home; can you pay this bill?

✓ I left my purse at home; can you pay this bill?

Is there anyone at home?

3 Fill in the blanks with *at*, *to* or *the*, but only where one of them is necessary:

- I went ... Savitri's home at four o'clock.
- A little girl rushed out of ... house and said, 'My sister asked me to tell you that she is not ... home!'
- I smiled and said, 'So Savitri has gone ... work, has she?'
- 'No, she hasn't got out of ... bed. She asked me to tell you that she is not ... home.'
- I haven't been ... Savitri's home since.

## SPEECH PRACTICE

Note the pronunciation and stress of the words in Usage A.

school /sku:l/	work /wɔ:k/	hospital /'hospɪtl/
college /'kɔlidʒ/	market /'ma:kit/	prison /'prɪzn/
court /kɔ:t/		

The preposition **to** is weakened to /tə/ in front of these nouns:

to school /tə sku:l/

to prison /tə prɪzn/

Read Exercises 1 and 2 again, paying special attention to these phrases.

## READING PASSAGE

*Raju*

Raju is the laziest boy one can think of. He goes to bed as early as he can and gets up as late as he can.

Raju's father, who is a lawyer, goes to court every day about nine o'clock. Two mornings ago, before he left home, he happened to go into his son's room. There was Raju, sleeping on the table at which he was supposed to be writing an essay. His tutor had asked him to write two hundred words on the meaning of the proverb 'Early to bed and early to rise, makes a man healthy, wealthy and wise'.

Everybody is against him though, especially his young sister Roja. At six in the morning she tickles his nose with a feather she keeps under her pillow for the purpose. His mother follows close behind, sprinkling cold water on his sleepy face. 'It's time to go to college, Raju! Get out of bed! Raju, Raju!' But it is only when his father appears with a stick in his hand that Raju decides at last to face the day.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Does Raju believe in 'early to bed and early to rise'?
2. When does Raju's father go to work every day?
3. What does his mother shout when she sees him lazing in bed?
4. Do you stay in bed late on Sunday mornings and other holidays?
5. Have you got a brother or sister who goes to college?

## COMPOSITION

1. Write a parallel passage, using the clues given below:

Sabita/girl/imagine—very early/very late—

doctor/to hospital/eight—one day last week/chanced/

daughter's—Sabita/when she/doing her homework—teacher/one/'The Last Sunrise I Saw'—

everyone in the house/brother Ashok—half-past six/her feet with a brush—comes soon after—school—at once!—makes an appearance/to open her eyes—

2 The D'Costa brothers live in the large house their father built for them. Robert is a doctor and Michael is a lawyer. Robert has two sons, Christopher and David. Michael has a daughter. Look at the chart below which tells us a little about them and when they have to go to work or to attend classes and when they come back home. Write a short paragraph about each member of the family, trying to use all the information available.

				leaves at a.m.	comes back at p.m.
Robert D'Costa	44	doctor	hospital	7.30	2.00
Dorothy D'Costa	39	teacher	school	9.00	4.30
Christopher	20	university student	college	9.30	4.30
David	18	university student	college	9.30	4.30
Michael D'Costa	40	lawyer	court	10.00	5.00
Shanti D'Costa	32	nurse	hospital	7.30	2.30
Miranda	8	school pupil	school	9.15	4.15

## Adverbs of Frequency

## DIALOGUE

*Eat, Drink and be Merry*

*Waiter:* What will you have, sir?

*Fat Man:* Fried rice and chicken curry.

*Waiter:* And you, sir?

*Thin Man:* Two *chapathis* and *dhal*.

*Fat Man:* Is that all you usually eat? It's hardly enough for a sparrow.

*Thin Man:* I seldom eat more than this at lunch. But what about you? You never eat just rice and curry, do you? You are always ordering fish and pudding and ice cream ...

*Fat Man:* I always say, 'Eat, drink and be merry, for tomorrow we die'.

*Waiter:* Your fried rice and chicken curry, sir. Your *chapathis* and *dhal*, sir.

*Thin Man:* Go on, have some fish. You often do.

*Fat Man:* But I never eat fish with chicken. Waiter, please bring me some mutton *kababs* and bread pudding ... and some fruit salad ... and some cashew nuts ... and ...

## USAGE A

Adverbs of frequency (like *never*, *usually*, *always*, *hardly*, *ever*, *seldom*, *often*) are usually placed before the verb.

✗ Balraj's mother serves always an excellent dinner.  
 ✓ Balraj's mother always serves an excellent dinner.

They say that elephants never forget.

When the sentence has an auxiliary verb, the adverb of frequency is placed between the auxiliary and the main verb.

✗ Do you go often fishing?  
 ✓ Do you often go fishing?

✗ He is grumbling always about his ill-luck.

✓ He is always grumbling about his ill-luck.

1 Read the following sentences, putting the adverbs in brackets in the right position:

- Dr Johnson hit lamp-posts with his stick as he walked along the London streets (often).
- He spent the evenings at a coffee-house called Will's (always).
- He would hold heated discussions with his friends on every subject under the sun (invariably).
- Goldsmith invited his displeasure by making foolish remarks (frequently).
- But he missed a chance of helping Goldsmith if he was in trouble (never).
- Dr Johnson could resist making cutting remarks to conceited persons (seldom).

2 Improve the following sentences, wherever necessary, in the light of what has been written in the notes above on Usage:

- People in my street do the same things at the same time usually every day of the working week, but on Sundays they do very different things.
- Miss Jagtiani, a college lecturer, goes to the Ulsoor Swimming Pool often to have a swim.
- Dr Prasad and his wife take their children for a drive in the charming countryside around Bangalore always.
- Mr Bose goes usually to his club to play cards. He often is late for the Sunday lunch at home, which never fails to annoy his wife.
- The Rahims, who live in the house on my right, invariably cook fish. The smell of frying fish invades half the street always on Sundays!
- The Srirams leave their house never on Sundays. They stay at home always, perhaps practising transcendental meditation!
- What do I do? I spend my Sundays observing my neighbours usually.

## USAGE B

When the main verb is one of the forms of *be*, adverbs of frequency

usually come *after* the verb:

- ✗ He frequently is late.
- ✓ He is frequently late.
- ✗ Kumar often is childish.
- ✓ Kumar is often childish.

3 Fill in the blanks with suitable adverbs from among the following: *never, always, sometimes, ever, regularly, frequently*.

- a. Elections have been ... held in India since Independence.
- b. They ... occur more frequently than people would expect.
- c. They are ... very exciting affairs for the whole country.
- d. These elections ... upset newspaper forecasts.
- e. They are ... completely free from a few minor acts of violence in a few places.
- f. Have you ... thought of standing for an election yourself?

4 Change the following sentences into the singular:

- a. My neighbours are rather peculiar. They are seldom at home.
- b. They always take an hour's walk before breakfast. Soon after breakfast, they go out to work.
- c. They never come home for lunch. Between one and two they are always to be found in a restaurant nearby, having a snack.
- d. When they go back home in the evening, they invariably cook a large meal and have an early dinner.
- e. Then they go out to the club where they play cards for hours. They are hardly ever back home before 1 a.m.

### SPEECH PRACTICE

Note the pronunciation of the words below:

usually /ju:ʒuəli/	seldom /'seldəm/	never /'nevə/
always /ə:lweiz/	sometimes /'sʌmtaimz/	regularly /'regjuləli/

All these adverbs are stressed on the first syllable. The initial stress weakens the vowel in other syllables.

The sound /ʒ/ needs practice because it does not exist in the Indian languages. It is a voiced version of /ʃ/. Some of the common words in which it is found are

pleasure  
leisure

measure  
usually

garage  
occasion

Practise these words and also read the dialogue again, paying particular attention to the way the adverbs of frequency are pronounced, as well as to the words which contain the sounds /ʃ/ and /ʒ/.

## READING PASSAGE

### *The Lion*

The lion used to be much more widely distributed in Africa and Asia than it is today. If it survives, it will probably do so in the national parks that enlightened countries have set aside for it to live in, unmolested by man.

Lions usually live in family parties called a 'pride'; a pride is commonly made up of a lion, two lionesses and cubs. They usually prey on zebras and antelopes, but pigs and other game are sometimes killed if opportunity offers. Wild lions are not normally a menace to man, unless wounded or otherwise aroused.

The lion and the other big cats maintain the population balance of the forests and scrub lands where they live. Lions could never cause the total extermination of the animals on which they prey. Only man can destroy completely in his greed and wanton cruelty.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Is the lion facing extermination? Why?
2. Will the lion survive?
3. What do lions usually prey on?
4. Why is man a more destructive animal than the lion?
5. What is the part played by the big cats in the life of the jungle?
6. What makes man kill animals?

## COMPOSITION

1. Write a passage similar to the one above using the clues given below:

tiger/in Asia/at the present time—is likely to/some thoughtful/  
created/unharmed—  
tigers/compact groups/group/generally consists/tiger/a tigress/  
two or three—generally/buffalo/deer/monkeys/a tiger is really

hungry—usually/danger/human beings/injured—tiger/keep/forests where they roam—tigers/exterminating/kill for food—annihilate/love of destruction—

Choose two of your favourite festival days and describe what you and your parents, brother(s) and sister(s) do on such days. Use adverbs like *sometimes*, *never*, *always*, *occasionally*, *often*, *usually* and *invariably* in your sentences.

# 23

## To Have

### DIALOGUE

#### *The Haves and Have-Nots*

*Manjula* : Have you ever seen so many cars in your life?

*Radha* : It must be the house of a film star.

*Manjula* : And she must be having a birthday party.

*Radha* : These stars have so much money that they can have a party every day of the year. Disgusting, don't you think?

*Manjula* : She must have more than two hundred guests. I have just counted seventy-two cars.

*Radha* : I suppose they have gold plates to eat on and jewelled glasses to drink from!

*Manjula* : And an army of obsequious servants, no doubt.

*Radha* : I've just lost the only one I had!

*Manjula* : What happened?

*Radha* : Someone offered her double the salary I was giving her.

*Manjula* : Must have been a film star!

### USAGE

The basic meaning of *to have* is to possess. In this sense it is never used in the Continuous tenses.

✗ I am having a large family.

✓ I have a large family.

✗ Is the bear having a tail?

✓ Has the bear a tail?

*have* can also be used in the following ways:

a. to mean 'take' (a meal, a bath, etc.)

We have an English lesson every day.

b. to mean 'give' (a party, a celebration, etc.)

They are having a party for their friends.

c. to mean 'enjoy', 'experience' (a holiday, a journey, etc.)  
 Did you have a pleasant journey?

When used in these senses, please note that *have* can be used in the Continuous tenses.

- 1 Fill in the blanks with the right form of *have* from the ones in brackets:
  - a. Sheila's husband ... something on his mind. (has, is having)
  - b. They ... a birthday party for their son Ernest tomorrow. (have, are having)
  - c. Sheila ... a slight temperature and a running nose. (has, is having)
  - d. That is not going to stop his son ... his party tomorrow. (have, having)
  - e. They ... well-trained servants who will see to everything. (have, are having)
  - f. Ernest ... all his friends to the party, as well as the children of the gardener and the driver. (has, is having)
- 2 Fill in the blanks with an appropriate form of *have*:
  - a. The English ... their dinner, the main meal of the day, in the evening.
  - b. An Indian ... his main meal of the day around midday. Should we call this lunch or dinner?
  - c. Englishmen ... their lunch around midday but it is not the chief meal of the day. Some people only ... sandwiches and coffee for lunch.
  - d. English clocks are about five and a half hours behind those in India. So while we ... our lunch, Englishmen ... breakfast; and while we are in bed, they ... their dinner.
  - e. They ... supper about 11 or 12 at night, when they come back from a film or a dance. This is probably just a snack and something to drink.
- 3 This is Mrs Abdulla's shopping list (she and her husband are having some friends over to dinner). She has just been to market and she bought everything on her list except the third item.

Shopping List: 10 July.

Mutton

2 kilos

Eggs	6
Potatoes	3 kilos
Peas	500 grams
Cauliflower	4 big or 6 small
Fish	4 small, for the cat
Cream	500 grams
Fruit, three or four kinds	3 kilos

Write out the quantities of food Mrs Abdulla has in her bag. The first sentence has been done for you.

a. She has got two kilos of mutton in her bag.

### SPEECH PRACTICE

The diphthong /ai/ should be begun with the mouth wide open. Practise these words:

eyes/aiz/	short-sighted/ʃɔ:tsaitid/
buy, by/bai/	why/wai/
mind/maind/	I'll/ail/

Practise the sentences in the dialogue in which these words occur; then read the dialogue again, paying particular attention to these words.

### READING PASSAGE

#### *Kakati in England*

When Kakati spent a year in England, he stayed with Mrs Leadbeater, who let rooms to university students. He had to pay five pounds a week for his room, including breakfast and dinner. He used to have his lunch at the university refectory. His landlady told him that he could have a bath on Thursday afternoons.

One Thursday afternoon, the front doorbell rang. There was no one in the house. Mrs Leadbeater was out, doing her shopping. Kakati was having a bath, but as the bell continued to ring, he had to jump out of the bath, wrap a towel round his middle and go to the door. He threw it open—and there stood the pretty girl next door. She stammered, 'I've got some guests, can you give me a cup of milk?'

Kakati did the only thing possible in the circumstances—he shut the door and ran back to the safety of the bath-tub.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What did Kakati have to pay for his room, inclusive of breakfast and dinner?
2. On which day of the week did he have a bath?
3. Why couldn't he open the door as soon as the bell rang?
4. What did the girl next door stammer?
5. What had she come to borrow?
6. What has been the most embarrassing moment of your life?

## COMPOSITION

1. Write a parallel passage, using the clues given below:

Chandran/two years/Germany/Frau Mannig/foreign—forty marks/two rooms/supper—lunch and dinner/a restaurant near the university—informed him/Tuesday—

Tuesday/there was a loud knocking on the door—nobody else—Frau Mannig/visiting her married daughter—Chandran/sound of knocking went on/step/large towel/walk—flung/beautiful/who lived in the house opposite—blushed and said/sugar—  
slammed/hurried/privacy—

2. Write a dialogue of about fifteen or twenty sentences between a fussy customer and a stationery shop. The former wants to buy airmail envelopes, writing paper, air letter sheets, a tube of gum and a bottle of ink. Begin like this:

*Customer:* Have you got any airmail envelopes, please?

# 24

## Can and Be Able To

### DIALOGUE

#### *Foresight*

*Mr Sridhar:* Did you hear that Chettiar is now the proud owner of a new house?

*Mr Abdul:* Really? He has been very quiet about it.

*Mr Sridhar:* He bought a piece of land just outside the town about ten years ago. He was able to buy it very cheaply then because the area had neither electricity nor any water supply.

*Mr Abdul:* I suppose the municipality has taken the area over.

*Mr Sridhar:* Yes, it has. Chettiar was able to borrow Rs 30,000 from the Land Mortgage Bank, payable in twenty years.

*Mr Abdul:* He can now let the house and pay back the loan out of the rent, can't he?

*Mr Sridhar:* Yes, he can. How I wish I had half of Chettiar's foresight!

*Mr Abdul:* You could have owned your own house by now.

*Mr Sridhar:* And I could have stopped paying rent to that Shylock of a landlord I've got!

### USAGE A

*can* is used to express permission:

Can I come in? (=May I come in?)

It is less formal than *may*.

*can* is also used to express ability:

He can speak Chinese.

1 Look at these two sentences:

He speaks English fluently.

He can speak English fluently.

Change the following sentences in the same way:

- a. Sunanda plays the *veena* very well.
- b. She swims like a fish.
- c. She speaks very well in her college debates.
- d. She writes very good English.
- e. But I'm afraid she does not cook very well.

2 Make as many sentences as you can from the following substitution table:

May	I we	take your photograph? go now?
Can	they he	see the owner? borrow your bicycle?

3 Make as many sensible sentences as you can from the following substitution table:

Can	I	ask who your favourite co-star is? take photographs of you in the garden?
	we	ask you questions about your personal life? have a ten-minute interview with you? ask who your favourite director is? visit you on the sets of your latest film? ask when you are going abroad again?

These are some of the typical questions which journalists ask a film star. Arrange them (1) in a reasonable order, and (2) provide likely answers.

4 Choose from among the phrases below to fill the blanks in the following dialogue. (Supply capitals where necessary.)

if he can                    we can't                    can you come  
 can't you come    I don't think we can    can't get up  
 can't you come over?

- a. Hello, Terra. We're having a little party on Thursday night.  
 .....?
- b. I'm afraid ..... , Radha. It's Ashok's birthday on Thursday and we're going to give him a treat at *The Blue Nile*.
- c. Never mind, ..... to our house for dinner on Friday?
- d. Just a minute. I'll ask Tom ..... Yes, Radha, he's free.  
 We'll be very glad to come.

- e. That's fixed then. Friday, about seven. We're going to the movies after dinner. .... with us?
- f. We'd love to, but .... Ashok is going back to Delhi by the early morning flight, on Saturday. I just .... in time if I go to bed late.

## USAGE B

*be able to* is equivalent to *can* in the second sense (expressing ability):

Is this recruit able to use a gun yet?

Can this recruit use a gun yet?

5 Use *be able to* instead of *can* where possible:

- a. Can your baby talk yet?
- b. Yes, and she can sing too.
- c. Can I come and see her?
- d. Please do. My wife will be delighted. Can you come tomorrow at five?
- e. Thank you very much. Can your baby eat chocolate?
- f. She can, but she mustn't!

6 Read:

- a. If the weather is fine tomorrow, Sandra can go to the beach.
- b. She can go with her friends, Jessie and Chinky, who are at school with her.
- c. They can wear the new swimsuits which they bought only yesterday.
- d. They can swim, look for shells and play on the sand.
- e. They can watch the fishermen coming back with their catch on their catamarans and see the sun set in the sea.

Write out the sentences as if the friends went to the beach one day last week.

7 Begin sentence (a) in Exercise 6 in this manner: 'If the weather is not fine tomorrow, ....'. Re-write the other sentences, making any necessary changes. Sentence (b) will go like this: 'She won't be able to go, nor will Jessie and Chinky, who are at school with her.'

## USAGE C

In the past tense, *could* or *was able to* is used to express ability:

Ravi Shankar was able to give concerts when he was twelve years old.

The lecturer could not understand the question.

But to refer to an attainment or achievement in the past arising out of ability, *was able to* (and not *could*) must be used. A frequent mistake is to use *could*:

✗ I could get my B.A. degree although I got ill two weeks before the examination.

✓ I was able to get my B.A. degree although I got ill two weeks before the examination.

8 Fill in the blanks with *could* where ability is to be expressed, and with *was (not) able to* where ability + an attainment is to be expressed:

- Young Krishnan ... play tennis when he was ten.
- He ... beat players several years older than himself by the time he was sixteen.
- He was so cool in tournaments that he ... become the State Champion when he was only just eighteen.
- Two years later, he ... appear at Wimbledon, where he gave a good account of himself.
- At his best, Krishnan ... beat everyone except the top three or four of the world's best players.
- He got into the semi-finals at Wimbledon one year but ... win against Laver.

9 Study the following sentences:

- The assassin, hired by the enemies of General de Gaulle to kill him, ..... hitting a target accurately at two hundred yards.
- He ..... disguise himself so cleverly that even the sharpest police officers were deceived.
- He ..... get false passports and entry visas for many countries in Europe.
- Two weeks before the attempted assassination, he .....

enter France from Italy as a tourist on the strength of one of these passports.

- e. Though the French Secret Service was looking for him, the assassin ..... giving them the slip again and again.
- f. The killer ..... enter Paris and wait in a room overlooking a square in which the General was to make a public appearance.
- g. However, one of France's ace detectives ..... keep on his track, without letting himself be discouraged by repeated failures to catch him.
- h. Fortunately, the detective ..... stop him from committing the crime just in time.

Use the phrases *know how to*, *was capable of*, *could* and *was able to* to fill the blanks suitably.

#### USAGE D

*could* + the perfect infinitive expresses a past ability that was not used:

He could have lent me the money. (but he didn't)

The Chinese army could have taken Taiwan, if it had wanted to.

He told me the answer.

He could have told me the answer. (but he refused to)

10 Change the following sentences in a similar manner, so that they express unused ability in the past. A second example is given below to help you:

Shobha made up her mind in advance as to which day she would make the long train journey.

Shobha could have made up her mind in advance as to which day she would make the long train journey.

- a. Shobha wrote to me saying that she was coming.
- b. I went to the station to meet her.
- c. She came home in my car, instead of paying for a taxi.
- d. My mother and sisters were at home to welcome her.
- e. They gave her a hot cup of coffee and got a bath ready for her.

11 Read:

- a. Robert and his fiancée avoided breaking off their engagement.

- b. Mutual friends did their best to bring about a reconciliation.
- c. They were patient with each other and avoided acting on an impulse.
- d. After their first serious quarrel, Dorothy decided not to return the engagement ring to her fiancé.
- e. Robert decided not to return her letters in a huff.
- f. He rang her up three days later to apologize for losing his temper.
- g. Dorothy asked him to see her and everything ended happily for them.

Re-write the sentences, imagining that the couple broke off their engagement after the quarrel.

### SPEECH PRACTICE

*can, could* have the weak forms of /kən/ /kəd/ when they occur in sentences, except at the beginning or end (or when they receive special emphasis). Practise these sentences:

Can I go now?

How long can you stand on your head for?

Could you have done it so well last year?

When I was young, I could play hockey.

Read the dialogue again, paying particular attention to *can, could* and the *was* in *was able to*. If you have the time, you can also read the sentences given in Exercise 2.

### READING PASSAGE

#### *A Linguist*

Nigel, an English schoolboy, could speak French, German and Italian by the time he was twelve. He could read and write Russian by the time he was fifteen but he could not speak it very well. At his university he added Spanish to the list, and in his last year he was able to spend three months in Spain on a grant from the Spanish Embassy in London. The same year he was able to get a post in the British Secret Service and was sent to Europe on a hazardous tour of duty.

He liked the cloak-and-dagger life in the Secret Service. If he had liked teaching, he could easily have got a lectureship in

modern languages at any English university, or he could have done research in London or Edinburgh in one of the languages he had mastered.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What languages could Nigel speak at the age of twelve?
2. Could he speak Latin and Greek by the time he was fifteen?
3. How was he able to spend three months in Spain?
4. Could Nigel have become a lecturer if he had wanted to?
5. What else could he have done?
6. How many languages could you speak at (a) the age of five?  
(b) the age of fifteen?

## COMPOSITION

1. Write a parallel passage using the clues given below:

Stefan/Russian/English, French and Dutch/eleven—German/  
sixteen—Italian/number/final/two months/Italy/Italian/Mos-  
cow—Russian Diplomatic Service/as an interpreter for a two-  
year term—

quiet life/Diplomatic Service—wanted to teach/obtained/  
professorship/Russian/Moscow/Leningrad/any one/was fluent  
in—

2. If you (or any of your friends) won any prize(s) or scholarships for proficiency in studies, or in sports and games, write two or three paragraphs on how you were able to achieve that distinction. Discuss your interest in the subject or game or sport, how it grew, how you were able to make your mark, how you trained yourself to get better at it, etc and end by describing your greatest achievement in your particular field of interest.

## Adverbs and Adverbial Phrases

### DIALOGUE

#### *Late for a Party*

*John* : Aren't you ready yet?

*Ruth* : No, not quite. I'm still putting on my make-up.

*John* : Well, I'll have to drive the old Austin very fast to get there in time.

*Ruth* : John, I don't want you to drive fast. It won't matter much if we are a bit late.

*John* : Look, it's started to rain quite hard. We'll be very late.

*Ruth* : Did you see my bag anywhere?

*John* : No, I didn't. Bring your mackintosh, don't forget.

*Ruth* : Ah! here it is. Under the bed! You must have put it there.

*John* : I only hope everyone else is late for the party too!

### USAGE A

Adverbials of manner (*well*, *kindly*, *heavily*, etc.) and adverbials of place (*here*, *there*, *anywhere*, etc.) are usually placed after the indirect object, if there is one. A common mistake is to put the adverbial between the verb and its direct object.

✗ He plays very well tennis.

✓ He plays tennis very well.

✗ She dropped here the bag.

✓ She dropped the bag here.

When an adverbial of manner, one of time and one of place occur together, the usual order is adverbial of manner + adverbial of place + adverbial of time. Adverbials of time are normally placed at the beginning or the end of a clause or a sentence.

1 Improve the following sentences:

a. The police inspector shouted, 'Start at once the jeep! Follow that van!'

b. The driver of the police jeep began to chase at a high speed the robbers' van through crowded streets.

c. People began to shout and wave wildly their arms.

d. The chase went on in the busiest part of Bombay for an hour at dangerous speeds.

e. A four-ton lorry emerged out of a side-street, blocking suddenly the robbers' van.

2 Place the given adverbs or adverbial phrases appropriately in the following sentences:

a. There was a huge crowd which waited for tickets (yesterday, in front of the new cinema, patiently).

b. The crowd began to get restless and threw stones (at the windows, after half an hour, as fast as they could).

c. The owner of the cinema phoned the Collector, and he asked the Superintendent of Police to disperse the crowd (at once, firmly, but not roughly).

d. For the rescue operation, the Superintendent got together about forty policemen (very quickly, at his office).

e. When the policemen arrived on the scene, the crowd was ordered to disperse (at once, peacefully).

## USAGE B

'Degree adverbs', like *partly*, *nearly*, *entirely*, *really*, *much*, *thoroughly*, *definitely*, *completely*, *hardly*, *scarcely* and *rather* have a heightening or lowering effect on some part of the sentence. They occur in the mid-position in the sentence:

The President *entirely* agreed with the Prime Minister.

Grandfather *rather* liked his after-dinner cigar.

Some of them can also occur in the end-position:

They agreed with me *completely*.

## 3 Fill the blanks with suitable 'degree adverbs':

a. Promising scientists say they can ... be blamed for seeking jobs outside India.

b. Some of them may want to make money but most of them are ... fed up with their bad working conditions and lack of opportunity.

- c. They allege that only seniority and not competence count in ... all promotions.
- d. The jealousy of older scientists towards brilliant young ones and communal and caste ties ... operate in many research institutions.
- e. Meddling politicians make the scientists ... frustrated and angry.
- f. Don't you think they have ... good reasons for going?

### SPEECH PRACTICE

The initial /j/ sound in words like *yet*, *yellow*, *yes*, etc. is a source of trouble. It is often left out completely in such words.

Instead of /jet/, /jelou/, /jes/, we hear /et/, /elou/ and /es/.

Another mistake is to produce a /j/ sound where it does not exist.

Instead of /evri/, /enimi/, /els/, we hear /jevri/, /jenimi/, /jels/.

Read these sentences carefully:

- a. Gundu eats eggs for breakfast every day.
- b. Everyone else in the house prefers *dosas*.
- c. Gundu says that eggs give more energy than *dosas*.
- d. Yesterday he had five eggs, four slices of bread and butter, three yellow bananas and a mug of black coffee.
- e. Was he able to eat anything at lunch?
- f. Surprisingly, yes. He had two large helpings of chicken *biryani*!

Now read the dialogue again, paying special attention to the words *yes*, *yet*, *anywhere*, *everyone*, *else* and *able*.

### READING PASSAGE

#### *Strangers in the Train*

I am the manager of a travel firm in the city. I go to work on the electric train. I live twelve miles out, where I have a small room over a tailor's shop. (That's right, I'm not married yet!) The train only takes twenty minutes to get to the city and I do crosswords for those twenty minutes.

Three or four days a week the seat opposite mine is taken by a young man about my own age, who never lifts his eyes from the detective novel he reads so avidly. I once tried to speak to him, but he gave me such a baleful stare that I never tried it again. We

meet so often and yet still remain strangers to each other. Last Monday I changed my seat, but I felt so miserable that I went back to the seat opposite the young man the very next day!

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What does the manager do on his journey to the city?
2. Where does he live?
3. How does the young man in the opposite seat read his novel?
4. What prevented the manager from making the acquaintance of the young man?
5. What happened on Tuesday?

## COMPOSITION

1. Write a parallel passage, using the clues given below:

a stenographer/book-shop—every day/by bus—nine miles/my parents have a flat/opposite/bakery—you're—fifteen/keep knitting something or other—

two or three/a young woman.raises her eyes/from the cheap romantic novel/with such absorption—to draw her attention/stern look/dared to speak to her—every other day/perfect strangers—Thursday/caught an earlier bus/lonely/took the same bus as the young woman—

2. a. Describe, in one or two paragraphs, any chase you may have seen in a film, either of the hero being chased by criminals or of criminals being chased by the police.
- b. Write a short paragraph stating how you would have made the scene more exciting if you had been the director of the film.

# 26

## Going to | The Present Continuous Tense | Will+Infinitive

### DIALOGUE

*Bhaskar* : I'm leaving for Delhi on Sunday.

*Narayan* : By the early morning flight?

*Bhaskar* : I'll know for certain tomorrow. My seat on the night plane is definite, but I might fly earlier if there's a last-minute cancellation.

*Narayan* : Is this your first visit to Delhi?

*Bhaskar* : Yes, it is. I'm meeting the Chairman of my firm on Monday, and I'm staying on for two more days, just to see a bit of Delhi.

*Narayan* : Where will you stay?

*Bhaskar* : I'm going to stay with some friends of mine on Humayun Road. They've got a car and they'll show me round.

*Narayan* : I suppose you'll see the Houses of Parliament and Rashtrapathi Bhavan.

*Bhaskar* : At least from the outside! I'm going to visit the zoo, the Kutub Minar and the Red Fort. If I have time, I'll see something of old Delhi too.

*Narayan* : Well, enjoy yourself!

### USAGE A

Some people make a distinction between the Present Continuous tense and the *going to* form to express the future. They use the Present Continuous tense to express the future when there is an absence of intention on the part of the subject. When there is premeditated intention, they use the *going to* form. Such a distinction is illustrated in the examples below:

He didn't want to, but he's joining the Sales Department on Monday.

He was given the choice of Sales or Advertisement Departments and he is going to join the Sales Department.

Others use both forms for the future, whether there is premeditated intention or not on the part of the subject.

1 Study the following sentences:

- Rani and her sister Anjali are going to learn painting from the well-known artist, Girish Chandar.
- He is going to give them two lessons a week, starting on Monday.
- They are very keen to learn and are going to devote two hours a day to their practice.
- On Sunday their brother Satyan is cleaning out their store-room; Rani and Anjali have decided to use it for a studio.
- Spinker & Co. are delivering easels, brushes, paints and oils this afternoon at their house.

Re-write these sentences as if only Rani were going to learn painting.

2 Match the two parts to make sensible sentences:

a. 600 prisoners of war are returning	are bringing them to Delhi.
b. Eight transport planes	a load of anxiety lifted from their hearts.
c. Their relations are going	to India next Thursday.
d. Next Thursday they will feel	but many of them may need hospitalization.
e. They will want to take them home at once	to meet them at the airport.

3 Read:

- Our daughter Sudha is getting married/will get married next Wednesday.
- Today my wife is going to stay/will stay at home and write the invitations.
- Sudha is going to help/will help her mother remember all our friends.
- I am going to engage/shall engage the cooks who are going to cook/will cook the wedding feast.

- e. Our son Satyan is going to arrange for/will arrange for the musicians who are going to/will sing at the reception.
- f. Later Satyan and I are going to pay/will pay an advance to the workmen who are going to put up/will put up the marriage *pandal*.

In these sentences, choose between the Present Continuous tense and the *will+infinitive* form in terms of the distinction made in the first paragraph under Usage A.

## USAGE B

*going to* and *will+infinitive* are often interchangeable, but there is a difference between them on certain occasions. The *going to* form always refers to a premeditated intention, while *will+infinitive* refers to an intention which is usually not premeditated. The *going to* often implies an intention and a plan.

X: Ahmed has bought some wood and he is going to make a cupboard with it.

Y: Oh, is he? I'll help him to make one.

- 4 Fill in the blanks with the words *do, lend, borrowed, remembered, are, know, return, thought*:
- a. Will you ... me a hundred rupees?
- b. What ... you going to do with it?
- c. I had ... fifty rupees from Nayyar and I am going to ... them to him.
- d. And what are you going to ... with the other fifty?
- e. I haven't ... of it yet. Wait, I ... what I will do. I will give it to my wife. I just ... that she had borrowed fifty rupees from a neighbour.

5 A politician is rehearsing his election speech in the approving presence of two of his sycophants. Fill in the blanks with the *going to* or the *will/shall* form of the verb in brackets as appropriate:

- a. *Politician*: If I am elected, I ... the people of this great country to the last drop of my blood. (serve)
- b. *Follower 1*: Sir, I ... you to serve the people. (assist)
- c. *Politician*: I ... that poverty is banished from this fair land. (see)

- d. *Follower 2*: Sir, I ... to you all the support you need to banish it completely. (extend)
- e. *Politician*: I ... to India its ancient glory. (restore)
- f. *Follower 1*: Sir, I ... you to the hilt to carry out that mighty task. (support)
- g. *Politician*: I ... every Indian an acre of land, a cow and a thousand rupees in cash. (give)
- h. *Follower 2*: Sir, I ... you to distribute it all! (assist)

### SPEECH PRACTICE

Practise the /ɔɪ/ diphthong in the words and phrases below:

enjoy /ɪn'dʒɔɪ/      boys will be boys /bɔɪz wil bi bɔɪz/  
 lots of noise /lots əv noɪz/      oils /ɔɪlz/

Read the sentence in the dialogue and in which the word *enjoy* occurs. Then read the words:

/ai/	/eɪ/	/ou/	/au/	/eə/
flight	plane	know	around	there
night	stay	suppose	outside	
mine		show		
time				
I'm				
outside				

Now read the dialogue again, paying particular attention to these words.

### READING PASSAGE

#### *Self-help*

A sparrow had built a nest in a field of sugar-cane and now there were three tiny birds in it. One day the farmer walked out into his field with his young son. 'I'm going to cut down the cane tomorrow,' he said. 'I've asked three men from the village to help me.' When the mother sparrow came back to the nest in the evening, the little birds told her of the danger. 'We'll have to find another place tonight,' they said. 'Not yet, little ones. He won't cut it tomorrow, that's certain.'

The next day, the farmer came to the field and found no one to help him. 'Tomorrow I'm going to cut the cane myself. It's

no use depending on others.' 'Father, I'll help you,' said the boy.

When the mother sparrow heard about this in the evening, she said, 'Yes, he's cutting down the cane tomorrow. It's dangerous to stay here. I'm going to make another nest for us in the next field.' 'When?' asked the little birds. 'I'm going to make it tonight,' said the mother sparrow.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. What did the farmer say to his son on the second day?
2. How did the mother bird comfort her young ones on the first day?
3. What did the boy say to his father?
4. When was the mother sparrow going to make another nest?  
And where?
5. What is the moral of the story?
6. Why did the mother bird consider the first night safe and the second dangerous?

## COMPOSITION

1. Write a parallel passage, using the clues below:

blackbird/made/maize/four/little—owner of the field/young brother—reap—requested/next village—returned/towards/what they had heard—look for/this very night—children—the maize/don't fear—

again with his brother/that there was—reap the corn—other people—brother—

bird/was told—we mustn't—build/you/the field next to this one—are you going to make it tonight/tiny—now/bird—

2. What do you want most in life? Write about two or three of your ambitions and how you are going to achieve them.

## Sequence of Tenses

### DIALOGUE

#### *A Nightmare*

*Gita* : I didn't sleep very well last night.

*Anita* : I'm sorry to hear that. Did you have a stomach-ache?

*Gita* : No, but I had a nightmare, soon after I went to bed.

*Anita* : Were you reading a ghost story in bed?

*Gita* : No, but I went to a horror film in the evening.

*Anita* : I thought you never saw horror films.

*Gita* : I don't usually care to, but two of my cousins had arrived from Calcutta and insisted on my going with them.

*Anita* : What really frightened you in the film?

*Gita* : It was a ghost which haunted an old bungalow. A widow with two young daughters had just moved into the house.

*Anita* : What did the ghost do?

*Gita* : At the stroke of twelve it appeared at the head of the stairs and burst into laughter that sounded hollow. It took half a minute for the family to realize that the laughter had come from its own severed head which it carried in its right hand!

### USAGE

When the main verb of a sentence is in a present tense, verbs in subordinate clauses are usually in a present tense:

*I think* she is an attractive girl.

*Do you think* it will rain?

*He hopes* that he hasn't made a mistake.

If the main verb in these sentences happens to be in the past tense, the verb in the subordinate clause should also be in the past tense:

*I thought* she was an attractive girl.

*Did you think* it would rain?

*He hoped* that he hadn't made a mistake.

It should also be remembered that verbs in connected passages should not be mixed up as they are below:

- ✗ Kondappa lived in a village. He is poor. He was not a very contented man.
- ✓ Kondappa lived in a village. He was poor. He was not a very contented man.
- ✗ What will the world be like in 2000 A.D.? Our lives are very different. Machines do nearly all our work for us.
- ✓ What will the world be like in 2000 A.D.? Our lives will be very different. Machines will do nearly all our work for us.

1 Fill in the blanks with the right form of the verb in brackets:

- a. Mohan ... that his train had stopped. (realize)
- b. It was dark but he ... that it had stopped at a station. (see)
- c. He thought that they ... in a rocky, waterless area because he could not see any big trees. (be)
- d. He said to himself that it ... an excellent chance for bandits to attack the train. (be)
- e. A minute later, he heard the sound of horses' hooves and ... that bandits were riding towards the train. (know)

2 Fill in the blanks with the right form of the verbs in brackets:

- a. Press correspondents ... that the war would last for at least two months. (think)
- b. They ... the enemy were well-equipped and confident. (know)
- c. But the army spokesman ... them that it would all be over in a fortnight. (tell)
- d. The press ... it hard to believe that the war would come to an end so quickly. (find)
- e. But the army ... itself far more efficient than they thought it was. (prove)

3 Re-write this as if it happened last month:

42 pilgrims have chartered a bus that will take them to many holy places. They will visit Tiruvannamalai, Palni, Tirupati and Tiruttani in the course of their pilgrimage. They will worship at all the important temples in these towns. They will also perform two poor-feeding ceremonies, one at Palni and the other at Tirupati.

4 [Jacques-Yves Cousteau was an enthusiastic explorer of the sea. The following is part of his account of an encounter with a shark. Cousteau wrote it in the past tense, but it is given below in the present tense for you to put it back into the past tense. Remember, infinitives have no past tense.]

I am happy to have such an opportunity to film a shark, although as the first surprise passes, a sense of danger comes to our hearts. Shark and company slowly circle us. I become the film-director, making signs to Dumas, who is co-starred with the shark. Dumas obligingly swims in front of the beast. He lingers at the tail and reaches out his hand to tug at it. Then Dumas releases the tail and pursues the shark round and round. I am whirling in the centre of the game, busy framing Dumas. He is swimming as hard as he can to keep up with the animal. The shark makes no hostile move nor does he flee, but his hard little eyes are on us.

### SPEECH PRACTICE

The last sound in words like *fair*, *stare*, *mayor* is one of the English sounds that do not exist in the Indian languages. The sound is a blend of the two vowels /e/ and /ə/. Take care not to turn this diphthong into a long /e/ or /æ/.

Say these words aloud:

mare	stairs	upstairs	bare
nightmare	downstairs	care	bear

Read the dialogue again, paying particular attention to the words in which this sound occurs. The word 'were' is usually pronounced /wə/. It is pronounced /wəə/ when it is stressed.

### READING PASSAGE

#### *A Cheap Lodging for the Night*

Bansilal's train was late and it reached Bombay a little after midnight. It was his first visit to the city, and he didn't know where to go. He thought he would go to a choultry where he would not have to pay rent, but he did not know how to find one at that hour. He asked a porter to get him a cheap room. The porter said that if Bansilal gave him three rupees, he would take him to one. But

Bansilal waved him away and walked out of the station. He wandered through the streets and asked a number of people, but could not find a room cheap enough for him. He sat down on a park bench to think of what he should do next. He was very tired and fell asleep on the bench. He woke up the next morning stiff in every limb—but he smiled when he realized that it was the cheapest night's lodging that he had ever had.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Why did Bansilal think he would go to a choultry?
2. What did the porter say to Bansilal?
3. What did Bansilal do in the park?
4. Did he plan to sleep on the bench?
5. How did Bansilal comfort himself in the morning?

## COMPOSITION

1. Write a short passage using the following clues and taking care about the tenses:

Prabhu—a villager—first visit—Bombay—has friend's address—thinks he will go by taxi—too expensive—gets on a bus—loses his way—hires a tonga—horse collapses—walks—reaches friend's house—friend gone to Delhi—stays in a hotel—

Write the passage in the past tense and give it a title.

2. Write three or four paragraphs about your first visit to a strange town or city. Read the following hints:

the purpose of your visit  
where you stayed and how long  
what you found attractive  
what you took a dislike to  
the kind of people you came across  
the sights  
would you like to visit the place again?

# 28

## The Present and Past Perfect Tenses

### DIALOGUE

#### *The Concert That Never Was*

Ravi: Have you been to the concert?

Murali: Yes and no. I caught the 5.15 bus, and so when I got there the concert hadn't begun.

Ravi: Was there a large crowd?

Murali: The hall was full and they had to turn people away. I had already bought my ticket, so I went in.

Ravi: I suppose they started fiddling about with microphones and loudspeakers after the musician had arrived!

Murali: No, they had attended to all that.

Ravi: Was the musician late?

Murali: No, he wasn't late. He never arrived.

Ravi: What! There wasn't any concert, then?

Murali: No. We had the audience, the lights, the loudspeakers ... we had the expectations ... we had the violinist, the tabla player and a number of people turned away ... we had everything for a successful concert except the musician!

Ravi: And why wasn't he there?

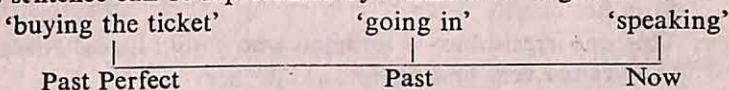
Murali: His wife 'phoned to say that he was too drunk to sing!

### USAGE

The Past Perfect tense is used to emphasize that one past action took place before another, whether the time interval is short or long:

✗ I have already bought my ticket, so I went in.  
✓ I had already bought my ticket, so I went in.

This sentence can be represented by means of a diagram:



✗ When the elephant has bathed in the river, it went back to the temple.

✓ When the elephant had bathed in the river, it went back to the temple.

When past time is spoken about, actions happening before this time are put into the Past Perfect:

The salesman showed her a new radio two days ago, but she had bought a new radio the previous week.

He arrived at the airport at five, but the plane had landed a quarter of an hour earlier.

1 Match the parts in A and B and then write out the sentences in a paragraph:

A

Her husband had made the coffee

She had made that a condition

She is not really a lazy woman;

But she has never been able to get up before seven in the morning; that is her trouble.

Luckily for her, her husband she has always done the house-work herself without asking for a servant.

B

before Rema got up.

she has always done the house-work herself without asking for a servant.

even before they got married.

2 Fill in the blanks with the right forms of the verbs *propose*, *marry*, *hang*, *say*, *meet*, *realize*, *listen* and *speak*:

- a. Neela was not ... when our story begins. She had ... future husband at the house of a friend.
- b. She had not ... then, of course, that she would marry the shy young man whose name was Dilip.
- c. He had said very little to her but had ... to every word she ... with wide-eyed admiration.

d. He had . . . on her lips as if her words were pearls dropping from her mouth.

e. This was irresistible—a husband who would listen! Neela had . . . yes the very first time he . . . to her!

3 Choose correctly between the Simple Past, Present Perfect and Past Perfect tenses in the sentences that follow:

- Muhammad Ali has been/had been king of the boxing world ever since he won/has won the heavyweight title in 1964.
- One of the most colourful characters ever to appear on the boxing scene, Ali adopted/had adopted the Muslim faith just before becoming the heavyweight champion of the world.
- Like the legendary Joe Louis before him, Muhammad Ali has come/had come up the hard way.
- Both of them were/had been born in poor black families. Each was one of several children, and has fought/had fought his way to success and recognition.
- Ali was deprived/had been deprived of his heavyweight crown for three years because he has refused/had refused to serve in the U.S. army during the Vietnam war.
- Joe Frazier became/had become the champion in Ali's enforced absence from the ring.
- In the first bout, Frazier beat/has beaten Ali, but in the return bout, Ali beat/has beaten Frazier to become the champion again.
- Now Ali is thirty-five and he has announced/had announced that he won't defend his title again.

### SPEECH PRACTICE

Practise the /æ/ and /ʌ/ sounds in the following words:

have (strong form) /hæv/

bus /bʌs/

hadn't /hædnt/

begun /bi'gʌn/

had (strong form) /hæd/

number /'nʌmbə/

that (dem. pron.) /ðæt/

*have, has and had* as full verbs have the strong form, *that* as a demonstrative pronoun is always /ðæt/, whereas the conjunction is /ðət/.

Practise the sentences in which these words occur and then the whole dialogue.

## READING PASSAGE

*A Newspaper Report*

When Mr and Mrs Gaekwad went home last night after a late film show, they found that burglars had broken into their house and had taken all their silver, their steel utensils, radio, tape-recorder and a box in which Mrs Gaekwad had kept her silk saris. When the police came, they found that the men had forced open the door of the kitchen. The Alsatian dog of the Gaekwads had apparently been given drugged meat; it was still drowsy at six in the morning. Mrs Gaekwad estimated that she had lost thirty saris worth about Rs 3,800. The radio, an expensive foreign one, was a wedding present from Mr Gaekwad's parents; the stainless steel utensils have been valued at Rs 750.

A police dog was taken to the house and it led the police to a hut in a slum area three miles away. But the hut was empty, though there were signs that it had recently been occupied. Investigation is continuing.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What did the Gaekwads find when they went back home?
2. What had the burglars taken from their house?
3. How did the men get into the house?
4. Who had given the radio to the Gaekwads?
5. Can you guess what signs told the police that the hut had recently been occupied?

## COMPOSITION

1 Write a parallel passage, using the clues below:

Mr and Mrs Chatterjee/returned/late last night/from a dinner in their honour/were dismayed to find/flat/cupboards/typewriter/record-player/steel box/all her jewels—arrived after a 'phone call/the bedroom window—obviously/fed/sleepy/seven—said/four necklaces, eight bangles and two pairs of gold ear-rings worth about Rs 6,500—the record-player with a

stereo amplifier/make/New Year/Mrs Chatterjee's mother/  
silver/1,300—

trained/guided/about four—unoccupied/evidence/used by  
more than one man—proceeding—

2 Recollect a wedding you attended recently. Write a paragraph or two describing what preparations had been made to receive the guests, make them comfortable, entertain/honour them, serve them lunch, etc. Write another paragraph describing the wedding ceremony itself.

## Can, Could; May, Might

## DIALOGUE

*Waiting for Father*

*Radha* : Isn't father home yet?

*Mother* : No, not yet. He could have missed the five o'clock bus.

*Radha* : Why can't he get to the bus station on time? It's only ten minutes from his office.

*Mother* : He may be on the bus now.

*Radha* : Can I give him a ring at the office?

*Mother* : No. He may be working late and you'll only be disturbing him.

*Radha* : You said he might be on the bus, and then you said he might be working late, and before that you said he could have missed the bus. Which is it, mother?

*Mother* : Now, run away and play, Radha. Stop bothering me.

*Radha* : Can't I wait for father at the bus stop, mother?

*Mother* : All right. Don't cross the road, though.

## USAGE A

*can*, like *may*, can be used to express permission; *can* is more informal than *may*.

Candidates may not leave the room until the end of the examination.

Can I use your 'phone?

May I come in, sir?

*may* is sometimes wrongly used to express an invitation or a request:

✗ We may have some coffee?

✓ Shall we have some coffee?

✗ Please, you may post this letter for me?

✓ Will you please post this letter for me?

✗ You may take off your hat, I can't see the screen.

✓ Will you please take your hat off, I can't see the screen.

*might* is more polite than *may* when asking for permission:

Sir, might I ask you for a testimonial?

David, might I use your car?

1 Study the use of *may*, *might*, *can* and *could* in the following sentences:

- May we come in?
- Oh, Mani, Rajiv, it's you. Do come in. May I take your umbrellas?
- Thank you. We thought it might rain, so we brought them along.
- It still might. Sit down, won't you? Will you have some coffee?
- Thanks. Pran, can you ask your servant to get us some water, please?
- Certainly. Here, have some biscuits.
- No, thank you. We couldn't possibly; we had a late breakfast and three cups of coffee since. Pran, we came to ask you to have dinner with us tonight.
- Tonight? I was going to take my little cousin to the circus this evening.
- Couldn't you take him tomorrow?
- All right. I'll ask him if he could wait till tomorrow.

Re-write the sentences as if only Mani called.

2 Read:

- For centuries women in Britain were not permitted to vote at elections.
- Women were not permitted to enter the University of Oxford as students till almost the middle of this century.
- In Britain's university hostels, men students were not allowed to entertain women students or friends in their rooms.
- Conditions have changed a good deal and today women students are permitted to have men visitors in their rooms till 10 p.m.

e. They are also allowed to stay out during week-ends, without previous permission.

Re-write the sentences above so as to make them sound less formal.

### USAGE B

*may* is very often wrongly used by officials instead of *should* or *must*:

✗ The tahsildar *may* proceed to the village and enquire into the complaint against the revenue inspector.

✓ The tahsildar *should* (is ordered to) proceed to the village and enquire into the complaint against the revenue inspector.

*may* is correct when acceding to a request:

I hope the Collector will be good enough to permit me to go on my annual leave in December./The Deputy Collector *may* go on leave in December.

### 3 Correct the following paragraphs where necessary:

Mr S. Y. Batliwala, Superintendent of Police, is transferred from his present post at Kumud to Bakranagar. He could take a week's time to report at Bakranagar. After he reaches Bakranagar, he *may* take over at once from the present incumbent, Mr Ali Baig, who *may* retire after he hands over charge to Mr Batliwala.

Mr Batliwala *may* make a tour of the district before 8th June and can submit a report so as to reach me before 29th March.

### USAGE C

*may* is often wrongly used for *can*, when the speaker wishes to suggest a course of action or suggest what can happen:

✗ The gardener has not come to work; the sweeper *may* water the plants.

✓ The gardener has not come to work; the sweeper *can* water the plants.

### 4 Fill the blanks with the correct form of *may* or *can* in the following sentences:

a. As long as their houses are clean, some women ... not care whether their streets are clean or not.

- b. After they have cleaned their houses, they ... or ... not put the rubbish into the dustbin.
- c. Rubbish should be put into the dustbins so that it ... be removed easily by the dustmen every day.
- d. You ... not think so, but dirty streets ... cause epidemics.
- e. With a little effort your neighbours and you ... keep your street clean.

5 Study these sentences:

- a. I suggest we take the night bus to Rohtak.
- b. Perhaps it is not as comfortable as the train but it is faster.
- c. I suggest we have an early dinner and take a taxi to the bus terminus at half-past seven.
- d. If we get there early, we have a chance of getting seats on the bus.
- e. If we don't get tickets, I suggest we go by train.
- f. Perhaps we shall have to travel first class, but we must make the journey at any cost.

Re-write the sentences, using *may* in *b*, *d* and *f* and *can* in *a*, *c* and *e*.

#### USAGE D

*may* and *might* are not generally used in the interrogative to express possibility.

Phrases such as *do you think*+a future tense, or *is he likely*+infinitive are used.

- Are we likely to get the first prize in the State lottery this time?
- Do you think we'll get the first prize in the State lottery this time?
- Is Bobby Fischer likely to win the chess title?
- Do you think Bobby Fischer will win the chess title?

6 Study the use of *can*, *could*, *may*, *might*, *do you think* and *is it likely* in the following sentences:

- a. Do you think he will come by the night train?
- b. He may, if he gets a sleeper berth on it. Or he may come by the morning Express, as arranged.
- c. Is your letter likely to have reached him in time for him to change his booking?
- d. Very likely. I posted it before 10 o'clock; but I could have sent him a telegram to make sure.

- e. Shall I go to the station? I can bring him here in my car.
- f. That is very nice of you; there aren't many taxis in town. Might I come with you?

Re-write these sentences, imagining that two persons are expected to make the journey.

7 Use *may* or *might* as appropriately as you can to fill the blanks:

- a. You ... have read in the newspapers of the young American who has set up a world record for staying in a confined space with a number of the world's most poisonous snakes.
- b. Do you think another young man, either from the U.S. or elsewhere, ... try to break that record?
- c. If someone did, he ... survive the bizarre experience or he ... die.
- d. He ... not be able to remain absolutely still as the snakes crawl all over him day after day, hour after hour.
- e. A slight movement on his part ... startle the reptiles into biting him.
- f. It is rumoured that the police ... prevent such a youth from going ahead with the dangerous experiment.
- g. On the other hand, they ... decide not to interfere but ... provide him with a doctor and plenty of anti-venom serum.

### SPEECH PRACTICE

The diphthong /ei/, like other diphthongs, is more 'open' than the corresponding sound in the Indian languages. Practise these words and phrases till your /ei/ sounds correct :

away /ə'wei/	Go away!
stay /stei/	Are you staying for the show?
change /tʃeindʒ/	Change here for Bombay.

Now read the sentences in the dialogue in which these words occur; then read the whole dialogue again, paying special attention to the words with the /ei/ sound in them like *may*, *late*, *away*, *play*, etc.

### READING PASSAGE

*From Rekha to Padmini*

Dear Padmini,

When I met you in Delhi in February, I said that my youngest

sister Vimi had applied to Lady Irwin College to do her M.Sc. in Botany. She has now been given a place and she should be there before 1st July.

You may remember offering to keep Vimi with you till she got into the hostel. I thought this was very good of you. Do you still think you will be able to look after her? Vimi is third on the waiting list for hostel accommodation; it might take a fortnight before she gets in.

Vimi may be coming up by the Express on the 27th or 28th. I shall send you a wire when her seat is booked.

Dev has a meeting with his Managing Director in the last week of July; I may be accompanying him again. I hope you won't be out of Delhi at that time.

With affectionate regards,

Yours ever,  
Rekha.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. When should Vimi get to Lady Irwin?
2. What had Padmini offered to do for Rekha?
3. How long do you think it will take for Vimi to get into the hostel?
4. Do you think that Padmini will keep Vimi with her for longer than a fortnight, if necessary?
5. Is it likely that Padmini will meet Rekha in July?
6. Who, do you think, is Dev?

## COMPOSITION

1. Write a letter parallel to the one above, which Sunanda wrote to her friend Lakshmi from Mahe on 2 June 1972, making use of the clues below:

Calicut/March/daughter Girija/Providence/M.A. in English  
—obtained/5th July—

might recollect/one of the hostels—extremely kind—can manage—has been more or less promised accommodation in the hostel/a week or two—

to Calicut/afternoon train/3rd or 4th—telegram/the date is definite—

Raghavan—Sales Manager/first/September/coming with—haven't got any plans for leaving—

Write about 100 words on developments in communication that seem likely in the next ten years through the use of satellites.

# 30

## Must, Have To

### DIALOGUE

#### *Wearing Glasses*

*Usha:* I didn't see you in class yesterday afternoon.

*Carol:* I had to go to an oculist.

*Usha:* Is anything the matter?

*Carol:* My eyes. I'm short-sighted.

*Usha:* I hope you don't have to wear glasses.

*Carol:* Yes, I do. I have bad headaches if I read for more than ten minutes.

*Usha:* What a pity. You know men don't make passes ...

*Carol:* ... at girls who wear glasses. I know. So I'll have to put by some money for a pair of contact lenses.

*Usha:* Aren't they expensive?

*Carol:* Yes, they are. I'll have to save forty rupees a month for a year to be able to buy them.

*Usha:* Never mind. When you get them, you'll be as attractive as you are now.

### USAGE A

Some people make a distinction between *must* and *have to*: *must* expresses an obligation imposed by the speaker, while *have to* expresses an obligation imposed by external circumstances.

You *must* cut your hair short. (Those are my orders)

You *have to* cut your hair short now that you have joined the army.

For example, prefer (a) to (b) in the following pairs of sentences:

(a) I *must* obey my parents.

(b) I *have to* obey my parents.

(a) Everybody *has to* pay more house rent; the tax on property has gone up.

(b) Everybody must pay more house rent; the tax on property has gone up.

In the first person, this difference may not be very important; but *have to* should be preferred for habits and *must* for an obligation that is urgent or important:

I have to put the cat out every night.

I must tell him the news at once; he has been promoted.

We don't have to go to school on Sundays.

I must go to school today; it is the last day for paying the term fees.

1 Fill in the blanks with the appropriate form of *have to* or *must*:

- You ... join the Air Force. That is the best career for you.
- If you do, you ... do drills, physical training and cross-country walking.
- It is going to be rather trying but you ... go through these hardships without weakening in your resolve.
- You ... obey your instructors.
- I ... go now; it is getting late. You ... think about the things I said.

2 Study the use of *must* and *have to* in the following:

- Soldiers must obey orders without question.
- They must salute all officers, and the latter are expected to return the salute.
- They don't have to salute officers when they are not in uniform.
- Once a year soldiers get free railway passes to go home on leave but they must travel in uniform.
- Some cinemas sell tickets at lower rates to soldiers but they have to be in uniform to claim the concession.

Put these sentences into the singular.

3 Read the sentences below. Some of them describe our maid-servant Haleema's work in our house. Some of them describe what her husband Karim, who works in a factory, expects her to do in *their* house:

- It is necessary for Haleema to get up very early every day of the week except Sunday.

- b. It is necessary for her husband's breakfast to be ready by 7 a.m., because his train to the city leaves at 7.35 a.m.
- c. After he leaves the house, it is necessary for Haleema to walk three hundred yards to our house.
- d. It is necessary for her to dust the furniture, sweep the floor, clean the windows and wash the dishes.
- e. Then it is necessary for her to take our little girl Mumtaz for a good romp in the park round the corner.
- f. We suspect that this is something she really likes, because during that hour it is not necessary for her to obey orders shouted at her every three minutes.
- g. My wife says that a drink of hot milk is compulsory for both Mumtaz and Haleema when they return from the park.
- h. She says it is necessary to keep Haleema in good health throughout the year for the sake of Mumtaz!

Improve the sentences above by using *must* or *have to* and re-writing each of them.

## USAGE B

*must* has no past or future form, and *had to* and *will/shall have to* serve instead.

- ✗ I must stop the car; there was a tree across the road.
- ✓ I had to stop the car; there was a tree across the road.
- ✗ Mr Kasim must retire in 1982.
- ✓ Mr Kasim will have to retire in 1982.

4 Fill the blanks with the words *get*, *exchange*, *tour*, *visas*, *seat*:

- a. Mr Pillai is going on a business ... of Europe, starting on 2nd July.
- b. First he has to ... his passport and ... for six countries.
- c. He also has to apply to the Reserve Bank for the foreign ... he needs.
- d. In the meantime he has to make sure of a ... on a plane to London on 2nd July.

5 Next year Mrs Savitri Rao is going to join her husband in the United States. Re-write the sentences in Exercise 4 using *will have to* and making other necessary changes.

6 Last year Miss Lakshmi went to the United Kingdom on a scholarship. Re-write the sentences in Exercise 4 using *had to* and making other necessary changes.

7 Study the following sentences :

- Your wife is going away for three weeks, I hear.
- Yes, her mother is not very well. But she will be back for Christmas.
- So you will have to look after yourself.
- Yes, I shall have to. It is the roses I am worried about. They are Elizabeth's passion, you know.
- You only have to water them once a day.
- No. I shall have to fight off the pests and diseases, which means spraying them every fortnight with insecticides. I shall have to feed them with manure, put on fertilizer and prune them two weeks before Christmas.
- But you haven't got to cook, have you?
- No, we have a cook. But I shall have to do all the shopping.
- You see how useful wives are! Well, I must go.
- Must you go now? Have a cup of coffee.

Re-write these sentences as if the conversation took place *after* Christmas.

8 Fill in the blanks with appropriate forms of *must* or *have to*, adding pronouns where necessary :

- Didn't you go to see the Bansur temples last month? You ... tell me how to get there and where to stay.
- Well, you ... stay in Sankari, which is the town nearest to the temples. The temples themselves are in the middle of a forest, as you know.
- Is there a good hotel in Sankari or ... stay in a choultry?
- You can stay at the Rudra Hotel. It is the only one in town. I ... stay there for two nights last year.
- ... stay there for two nights? Can't I do it in one?
- Yes, if you get a good taxi. The trip to the temples takes six hours. The taxi I took broke down on the return journey and we ... spend the night on the roadside.
- You ... tell me what to look for in the temples.
- Everything. They are too beautiful to be talked about. Wait

till you see them. By the way, you . . . be careful about pick-pockets.

## SPEECH PRACTICE

The sound produced by the letter *v* (and by *ph* in *nephew*) is a fricative in English. Produce it by bringing your upper teeth to touch your lower lip firmly and by pushing the breath out in between the teeth and the lip. When you don't use the voice, the sound heard is /f/.

Pronounce these words, making the /v/ and /f/ sounds strongly:

/v/	/f/
very	wife
have	yourself
every	fight
haven't	off
wives	useful

Now read the sentences in the dialogue in which these words occur and then the whole of the dialogue, taking particular care to say these words correctly.

## READING PASSAGE

### *Trains, Then and Now*

When I was young, a railway journey was an exciting adventure. I had to get up early and have a bath; my mother would not let me go anywhere without one! 'You must get to the station at seven,' she said, if the train was only due at eight. I had to push my way into a carriage in two minutes flat. The crowds were terrible; there was only one train in the morning to Madras. But I had one advantage, I was small enough to climb over people and slither into the carriage over the human mass. There were of course no arrangements for sleeping. We had to sleep on the floor, on trunks and suitcases, on luggage racks, or on other passengers.

The adventure and romance have gone out of train travel. Have you got anything to do now except queue like sheep before a window, pay out your money and get a ticket? Your place is reserved, there is a conductor who has to see that everyone of us is in his seat or stretched out on his berth by ten o'clock. The

lights have to be switched off at ten and there is no anxiety, no discomfort, no struggle, no fighting, no quarrels. The whole thing is as dull as ditchwater. Yet we must travel, even the more adventurous of us, and we must resign ourselves to the loss of all colour and gaiety on the Indian railways.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. What did the writer have to do before he made a train journey when he was a boy?
2. What was his mother in the habit of saying to him?
3. How was the train journey of twenty or thirty years ago a thing of adventure?
4. What have we got to do before we go on a long train journey nowadays?
5. What has the conductor to see to?
6. Can you think of anything else that has lost the attractions which it had when you were young?

## COMPOSITION

1. Write a parallel passage, using the clues below :

we were/train/great—early in the morning/allow me to—  
reach/half-past six/half-past seven—force/less than three  
minutes—during the day/Bangalore—one thing in my favour/  
and could climb/slide—provision/stretching ourselves out—  
snatch what little sleep we could—

journeys made by train—we have nothing/stand in a queue  
—berth/every passenger/half-past ten—put off/half-past ten  
—nowadays a train journey—make journeys by train/have to  
accept/adventure/colour—

2. Imagine that in a few weeks you are to leave for Europe on a holiday. You are going to stay with friends or relatives in France, West Germany, Italy, and Spain. Write about the preparations you will make for the journey. There are certain things which you will have to do because of rules and regulations; there are certain other things which you would like to do because you want to make the most of your opportunities. Write about four paragraphs about both kinds of preparations.

## The Present Perfect and Present Perfect Continuous Tenses

### DIALOGUE

#### *A Happy Ending*

*Hemant :* Have you heard of Bindu's engagement to Nadodi?

*Khushwant :* Yes, I have. I must say I'm not surprised. They've been going out together lately, haven't they?

*Hemant :* Yes, they have. Are you pleased about it?

*Khushwant :* Yes and no. She's been looking for a rich man all her life. Nadodi is nearly bald but he has a car, and about a hundred workers in his printing works.

*Hemant :* She isn't a bad-looking girl at all.

*Khushwant :* No, but it'll take more than good looks to move an old miser like Nadodi. He's been looking for an efficient secretary, and now that he's found one he's going to marry her. He won't have to pay her a salary!

*Hemant :* So she's got what she has been wanting all her life, and he's got what he has been looking for all these years? Quite a happy ending, isn't it?

### USAGE

Some people make a distinction between the Present Perfect and the Present Perfect Continuous tenses. They would say that while the Present Perfect tense is used for an action beginning in the past and still continuing, the Present Perfect Continuous is used when the action appears as one unbroken, continuous action :

Radha has made six pillow-cases since seven o'clock this morning.  
(In between making them, she could have done other things.)

Radha has been making pillow-cases all morning. (She hasn't been doing anything else.)

I have spoken to him on the subject many times.  
I have been speaking to him for ten minutes.

Another distinction made between the two tenses can be stated thus: when used alone, the Present Perfect tense refers to a single completed action, while the Present Perfect Continuous tense refers to an action which has continued for some time and is either still continuing or has recently been completed :

What have you done?

I've broken the vase.

What have you been doing?

I've been painting the cane chairs yellow.

The Present Perfect Continuous tense has the same kind of meaning as the Present Perfect, except that the period leading up to the present has limited duration :

She has been watering the plants.

My nephew has been writing a letter to his father.

1 Match the two halves so as to make sensible sentences in a continuous narrative :

a. I haven't been	visiting him regularly?
b. He's a little better	any weight since he entered hospital?
c. Have you been	going to see him twice a week; this week I have been three times already.
d. Yes, I've been	in hospital to get quite well?
e. Has he put on	to the hospital lately; how is Nasreddin?
f. He put on two pounds	to stay for four more weeks at least.
g. How long has he to	but he has not been progressing as well as his doctor had hoped.
stay	in the first week, but he has not put on any weight since.
h. I'm afraid he has	

2 Fill in the blanks with the Present Perfect or the Present Perfect Continuous form (whichever is, in your opinion, more appropriate) of the verb given in brackets :

- Ever since her marriage, Lakshmi ... to improve her husband.  
(try)
- She did not think much of his friends, and ... in getting rid of all of them simply by being rude. (succeed)

c. She ... him to dismiss the good-looking typist in his office.  
(persuade)

d. She ... to make him stop smoking, but here he has so far  
stood his ground. (try)

e. He ... the furniture that belonged to his mother and ... a  
drawing-room suite of her choosing. (sell, buy)

f. She ... him to resign his membership of the local club, but he  
... his resignation yet. (tell, send in)

3 Choose between the Present Perfect and the Present Perfect  
Continuous in the following sentences :

a. Neela's father has always believed/has always been believing  
that a daughter's duty is to obey her parents.

b. Neela was very obedient as a child but now that she has  
grown into a girl, she has thought/has been thinking about  
living her life according to her own ideas.

c. Her father has tried/has been trying to persuade her to go to  
the university and get a degree, but she has always wanted/  
has always been wanting to become a singer.

d. Ever since Neela refused to go to the university, her father has  
pressed/has been pressing her to get married but she has refus-  
ed/has been refusing to get married.

e. Her only love is music and her mother has tried/has been try-  
ing without success to make her husband give up his search  
for a suitable bridegroom.

f. Quite a few astrologers have predicted/have been predicting  
that Neela will get married in her eighteenth year.

g. These predictions have encouraged/have been encouraging her  
father to continue to look for a bridegroom.

h. However, both the astrologers and her father have underestim-  
ated/have been underestimating the tenacity and courage of  
our young heroine !

### SPEECH PRACTICE

The /ə:/ sound, as in *bird* or *word*, must be clearly distinguished from a lengthened /e/ sound or a lengthened /æ/ sound. There is also a tendency to approximate it to the /ʌ/ sound in *but*; *work* becomes /wʌrk/ instead of /wə:k/. The sound /ə/ has to be practised in order that the stressed vowel sounds in syllables can be clearly disting-

uished from the unstressed ones, among other things. Practise the two sounds in the words below, and then in the sentences in which these words occur in the dialogue.

heard /hɔ:d/	engagement /in'geɪdʒmənt/
workers /'wɔ:kəz/	surprised /sə'praɪzd/
works /wɔ:ks/	miser /'maɪzə/
girl /gɔ:1/	together /tə'geðə/

Read the dialogue again, paying particular attention to the words in which /ə:/ and /ə/ occur.

## READING PASSAGE

### *Progress in India*

After we got independence, we in India have been trying to raise our standard of living. Though progress has not been as quick as we could have wished, there is no doubt that, in the last thirty odd years, we have been steadily inching our way towards some of our goals. We have almost enough food for our huge population, thanks to the revolution in agriculture. We have built a sound industrial base. We have dethroned hundreds of big and small white elephants—the Princes. We have been trying to distribute land more fairly—but with limited success so far. We have also been trying to find employment for our youth—again with only partial success. These and other problems would no doubt become manageable if we could check the steep growth of our population.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written :

1. Have living standards in India risen rapidly?
2. What have we been trying to do with only partial success?
3. What have we succeeded in doing?
4. Have we succeeded in checking the population growth?
5. Have we been trying seriously to check it?

## COMPOSITION

1. Write a parallel passage, using the clues below :

since 1947/improve—although/fast/had hoped/little/three decades/advancing/targets—nearly/enormous/new methods

adopted—laid/solid—derecognized/symbols of feudalism—attempting/equitably/partial/till now—solve/the problem of unemployed youth/limited—easy to solve/succeed in checking/rapid—

2 Write a paragraph (of about the same length as the Reading Passage above) about some of the goals that the United States and Russia have reached, and some they have not.

## Will, Would; Shall, Should

## DIALOGUE

*Catching a Criminal*

*Sub-Inspector :* Good morning, sir.

*Superintendent :* Good morning, inspector. I'm sorry to spoil your Sunday, but something urgent has turned up.

*Sub-Inspector :* It's all right, sir.

*Superintendent :* We've just had some information about Rakhas Singh. He's in the house of his uncle in Adampur, near the only hotel in the place. You will go to Adampur at once.

*Sub-Inspector :* Very good, sir. Would you like me to take a constable with me?

*Superintendent :* Yes, the man's dangerous. When you catch him, bring him here in a taxi. I don't want you to wait for the train.

*Sub-Inspector :* No, sir, I'll take a taxi.

*Superintendent :* That's all, inspector. Will you have some tea before you go?

*Sub-Inspector :* No, thank you, sir. My train leaves in twenty-five minutes and I must go to the police lines for Bansi Lal.

*Superintendent :* Fine, he's a good man.

*Sub-Inspector :* Sir, shall I handcuff the prisoner?

*Superintendent :* Yes, you should. I wouldn't like you to relax before he is safely behind bars.

## USAGE A

*will you* can express an invitation or a request:

Will you come with me to the beach? (invitation)

Will you return this book to the library for me? (request)

*would* you can also express a request. It is less authoritative than *will* you.

Would you tell me the way to Lodi Park?

*will* in the affirmative can express a formal command:

You will work in the library till Mr Ganapathi, the librarian, returns from leave.

In this use, *will* is stronger than *must*.

A mistake often made is not to use the inverted question form when using *will*, *would* in requests and invitations:

✗ You will have dinner with me tomorrow?

✓ Will you have dinner with me tomorrow?

✗ You will add up these figures for me?

✓ Will you add up these figures for me?

✗ You would find out when the train leaves?

✓ Would you find out when the train leaves?

1 Use *will*, *won't* and *would* as appropriately as possible in the blanks:

a. *Mr Bose*: ... you give me my coffee now? I'll be late to the office.

b. *Kumar*

(their son): ... you give me another slice of toast, mother?

c. *Mrs Bose*: Here's your coffee. You wait for your toast, Kumar, I've only two hands, you know. ... you have some more porridge?

d. *Kumar*: No, thanks. Father, ... you get me a box of crayons on your way home? Teacher said yesterday, 'You must bring a box of crayons with you to the next drawing period. Or I ... let you stay in the class.'

e. *Mr Bose*: All right, now I must run. ... you get my jacket?

f. *Kumar*: ... you fetch me my tie, mother?

g. *Mrs Bose*: I'm a slave, that's what I am, a slave. ... you two like to put chains round my legs as well?

2 Read:

a. I hope you will help me this weekend, Robert.

- b. I hope that after lunch on Saturday you will weed the garden and prune the roses.
- c. After breakfast on Sunday, I hope you will make a doll's house for little Anne.
- d. I hope you won't have your usual nap on Sunday afternoon but help me make a cake.
- e. In the evening I hope you will drive Anne and me to the beach.

Re-write these sentences using *will* and *would* to change them into the form of questions expressing requests.

### USAGE B

*would like* is a more polite form than *want*. For the first person *would like* is interchangeable with *should like*:

I should/would like to go to the cricket match; my wife would like to go to a film.

*shall I/we* or *should I/we* can be used when asking for advice:

Shall I wear my blue sari to the party?

Should we go there by taxi?

When asking for orders, however, only *shall I/we* can be used:

Shall I put up a draft on the subject?

*should* can be used to express obligation or duty, and also to give advice:

You should write home regularly.

You should see an oculist; your eyes look worse today.

3 Fill in the blanks with the verbs *wait*, *have*, *think*, *like*, *wish* or *gone*. Some of them may occur twice.

- a. *Patient* : I would ... to see Dr Killar.
- b. *Nurse* : I'm afraid he's ... out.
- c. *Patient* : Is he expected back soon? Shall I ... ?
- d. *Nurse* : I don't ... he will be back in less than an hour; he is out on a case. Would you ... to see Dr Killar's assistant?
- e. *Patient* : No, I don't ... to see him.
- f. *Nurse* : ... you any pain?
- g. *Patient* : Yes, I ... a bad pain in the stomach.
- h. *Nurse* : Then you should ... and see Dr Killar.

4 Study the use of *will* (*won't*), *would*, *shall* and *should* in the following sentences:

- The twins would like long-playing records for their birthday; they don't want a pen and pencil set.
- They are always listening to music; they should work harder for their examinations.
- I should speak to them about it if I were you.
- When shall I speak to them about it?
- Tomorrow. They won't like it, but they have to be told.
- All right. I will be firm with them.

Re-write these sentences as if only one child is involved.

5 Complete the following sentences, adding sensible *if*-clauses at the beginning. Consult the dictionary if necessary.

Example: *Question*: ..... , should you go to the doctor's or the dentist's?

*Answer* : To the dentist's.

*Completed*

*Question* : If you have toothache, should you go to the doctor's or the dentist's?

a. Q. ..... , should you go to the optician's first or the oculist's?

Ans. You should go to the oculist's.

b. Q. ..... , should one see a surgeon or a chiropodist?

Ans. One should see a chiropodist.

c. Q. ..... , should one avoid eating spicy food or bland food?

Ans. One should avoid eating spicy food.

d. Q. ..... , should you see a dermatologist or a paediatrician?

Ans. You should see a dermatologist.

e. Q. ..... , should one see a doctor or a wig-maker?

Ans. One should see a wig-maker! Doctors can't cure baldness.

## SPEECH PRACTICE

Practise the diphthong /iə/ in the words *here*, *near*. Then read sentences in the dialogue in which these words occur. Finally read the

whole dialogue aloud concentrating on the words with diphthongs in them:

/ou/	/oi/	/ei/	/au/	/ai/
go	spoil	information	about	like
only		take	house	lines
hotel		dangerous		I'll
don't		wait		fine
post		train		behind
		way		twenty-five
		safely		

## READING PASSAGE

### *An Interview with Mrs Dinkar*

Mrs Dinkar would like her daughter to go through college before she marries. She thinks she is a modern mother and would like to leave the choice of the man largely to her daughter. But she does not want her to marry outside their religion or even outside their caste. She thinks young people should not do such things because it upsets relatives and friends. If her daughter marries outside the caste, will she disown her? No, but she hopes that her daughter will not do anything that is not sensible. Has she spoken to her daughter on the subject? No, she would not like to; she is leaving it to her husband.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Do you agree that Mrs Dinkar is a modern mother?
2. What would she like her daughter to do?
3. What does she hope her daughter will not do?
4. Why does she think she should not marry outside her community?
5. Why, in your opinion, would Mrs Dinkar not like to talk to her daughter on the subject?

## COMPOSITION

1. Write a parallel passage, using the clues below:

Mr Harinath/finish her course at the university—father/give/

bridegroom—would not like her/someone not belonging to their religion or caste—believes/make such mistakes/offends—a man not belonging to their caste/nothing more to do with—firmly believes/stupid—said anything/this—care to/wife—

- 2 Re-write the dialogue at the head of the chapter in the form of a written order from the Superintendent to the Sub-Inspector, incorporating the Sub-Inspector's suggestions in the dialogue in the same order and leaving out no detail.

## Must, Mustn't; Need, Needn't

### DIALOGUE

#### *A Cold Coming On*

*Mother* : Vidya, you must have a bath.

*Vidya* : No, I don't need one, mother. I'm not dirty.

*Mother* : Yes, you are. Look at your arms and legs. They're filthy!

*Vidya* : I ought not to have a bath, mother. I have a bad cold.  
(sniffling)

*Mother* : No, you haven't. Don't try to play tricks on me. Go on, have a bath. The water's hot. And wash all your dirty handkerchiefs.

*Vidya* : If you give them to the *dhobi*, I needn't wash them. Did you have to wash your handkerchiefs when you were a girl, mother?

*Mother* : I had to wash all my clothes. We were poor.

*Vidya* : All right, mother, I'll wash them. But must I go to school today? I can really feel a cold coming on. (sneezes)

*Mother* : You needn't stay at school the whole day. Come home at lunch time.

### USAGE

*needn't* and *mustn't* should not be confused. *mustn't* shows a prohibition or strong advice: *needn't* indicates an absence of obligation.

You *mustn't* drive fast. (It is dangerous to do so and it is prohibited)

You *needn't* drive fast. (There is no hurry; we have plenty of time)

Study the difference in meaning between the sentences paired below:

You *mustn't* give him a lift; he isn't coming to our play.

You *needn't* give him a lift; he isn't coming to our play.

Subash *mustn't* give him another job to do; he's already over-worked.

Subash *needn't* give him a job to do; he has already got one.

Robert mustn't send any money to his sister; she's a nun..

John needn't send any money to his sister; her husband is a rich man.

*needn't* and *don't have to* can be distinguished. *don't have to* is used when a habitual action is referred to and external authority is involved; *needn't* can be used in every other case.

You needn't water the roses; it rained last night.

Don't you have to go to the office at nine every day?

1 Fill the blanks with *must*, *need* or *needn't*:

- You ... go and see your sister today.
- ... I? She lives at the other end of town.
- I'm going to see her tomorrow; so you ... stay for more than ten minutes.
- I'm glad I ...
- We haven't visited her for over two weeks. I think you ... take her some sweets.
- No, I .... She'll only get fatter!

2 Fill the blanks with an appropriate form of *must*, *have to* or *need*. Add pronouns where necessary:

- What is your new job like? ... go very early?
- No, I ... I ... be there at half-past nine.
- ... work very hard?
- No, not very. In fact, after three o'clock I ... do any work at all till closing time.
- You ... leave the office before 6 p.m., I suppose.
- No, I ... stay till six. I can come out at half-past five. Well, I ... go now.
- ... you? Can't you have a cup of coffee with me?
- No, I ... go early every day but today I .... There is some urgent work to be done.
- In that case, I ... keep you. Goodbye!

3 Choose between *mustn't*, *needn't* and *don't have to* in the following sentences:

- We mustn't/needn't get up early tomorrow; it's Sunday.
- You needn't/don't have to gulp down your breakfast as you usually do.

- c. You needn't/don't have to run to the bus-stop to make sure that you catch the 8.10 bus.
- d. You mustn't/needn't stomp about the house shouting, 'Where's my tie? Did you find my wallet anywhere? I can't find my vitamin pills!'
- e. On Sundays, I needn't/don't have to rush about cooking breakfast and finding things and packing the children's lunches and shouting at the servant— how I love Sundays!

### SPEECH PRACTICE

The sounds /θ/ and /ð/ can be made by touching the upper teeth to the very tip of the tongue and forcing the breath between the teeth and the tongue. Practise these two sounds in isolation first, then in the words below. /θ/ is unvoiced while /ð/ is voiced.

/θ/	/ð/
bath /ba:θ/	mother /'mʌðə/
cloth /klθθ/	clothes /klouðz/
thin /θin/	them /ðem/

Read the dialogue again, paying special attention to the words with these sounds in them.

### READING PASSAGE

#### *Food and Sickness*

It is curious how certain diseases compel men to change their habits. One cannot fight cancer by changing food habits, for example. On the other hand, diabetes and blood pressure have to be controlled by discontinuing certain habits and cultivating certain others. The diabetic must avoid sugar and the patient with hypertension must avoid salt. The diabetic needn't stop drinking coffee or tea but he mustn't have sugar in either. The man with hypertension needn't stop eating meat, fish or chicken, but there mustn't be salt in any of them! I knew a man of 63 who, after a year of salt-free diet, said, 'I am fed up. The stuff I have to eat is not food at all. What's the use of living if you can't enjoy your food?' He told his wife that she needn't cook for him separately. In ten days he had to be admitted in hospital; he had fainted on the road when he was taking an evening walk.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What must a diabetic avoid?
2. What is dangerous to a man suffering from high blood pressure?
3. Must a diabetic stop drinking coffee?
4. Why did the old man say that a salt-free diet was not food at all?
5. Why did he have to go to hospital?

## COMPOSITION

1. Write a parallel passage using the clues below:

well-known that/ their victims—cure/altering—tuberculosis or stomach ulcers/countered partly/giving up/acquiring—tubercular patient/smoking and strenuous activity/ulcers/hot, spicy and rich food—tubercular patient/working altogether/do physically exacting work—ulcers/give up all solid food/chillies, spices, vinegar or tamarind—young/28/a mild/disgusted—swallow/hardly food—existing/I—mother/his food differently from hers—three weeks/sent to/his ulcer haemorrhaged/watching a cricket match—

2. Write (about 25 sentences) describing what you have to do on the days your college is open. Write another twenty sentences describing what you haven't got to do on holidays.

## Should, Ought To, Used To

## DIALOGUE

*To Smoke or Not to Smoke*

*Mr Sethna* : Would you like a cigarette?

*Mr Ghosh* : Yes, please.

*Mrs Ghosh* : The doctor said you shouldn't smoke so much, Anil.

*Mr Sethna* : How many packets do you smoke a day, Mr Ghosh?

*Mr Ghosh* : Well, two or three, I think.

*Mrs Ghosh* : Two or three? He smokes five or six packets a day, Mr Sethna, and he really ought not to.

*Mr Sethna* : Well, if one is used to fifty cigarettes a day, it's very difficult to stop suddenly.

*Mrs Ghosh* : His voice gets very hoarse and then he has to take throat lozenges.

*Mr Ghosh* : Lecturing three or four hours a day to large classes doesn't help, either.

*Mr Sethna* : If you have to lecture so much, you ought to have cut down your smoking long ago, to a packet a day. Mrs Ghosh, I promise you I won't offer your husband cigarettes again.

## USAGE A

Some authorities distinguish between *ought to*, *must* and *have to*. They say that the use of *must* indicates the speaker's authority or inward compulsion.

I must do better next time.

Govind, you must go to the bank at once. (The speaker insists that he starts)

*have to* indicates outside authority or compulsion.

Govind, you have to go to the bank at once. (Mr Govind's boss has said so)

They have to pay the fine before 4 p.m. tomorrow.

*ought* is used when we wish to refer to the subject's duty; the speaker is only reminding him of his duty, or giving him advice. *should* can be used in exactly the same way as *ought*.

You ought to send more money to your mother.

Children should be seen and not heard!

1 Study the use of *have to*, *must* and *should* in the following sentences:

- Chandar has to get to the office in time; on the last day of the year his boss had warned him about coming late.
- He said to himself, 'I must get up an hour earlier.'
- 'I mustn't read the newspaper for more than ten minutes.'
- 'I must have a quick bath as soon as I get up.'
- 'I must not listen to the radio in the morning.'
- His wife said, 'I think you shouldn't read the paper at all till you come back in the evening.'
- She added, 'But you made all those resolutions in January last year, didn't you?'

Re-write these sentences as they would apply to Neelam, a married woman who works as a secretary in a firm. Instead of *should*, use *ought*.

2 Choose between *must*, *should*, *shall* and *have to* to fill the blanks.

- Mrs Narain* : Vinod, we ... visit Sushma as soon as we can.
- Mr Vinod Narain* : Yes, we ..... we go to the hospital this evening?
- Mrs Narain* : We ... 'phone the hospital before we go, because we ... know the visiting hours.
- Mr Narain* : We ... take her some flowers to cheer her up.
- Mrs Narain* : That's a good idea. ... we take her anything else?
- Mr Narain* : ... we take her some magazines to read?

## USAGE B

*ought* with the perfect infinitive is used to express a duty or a sensible action that was neglected:

Malini ought to have started at once; I advised her to. (But she didn't and she has got there too late.)

3 Match the parts in columns A and B and write out a sensible paragraph:

## A

I ought to have gone  
He died this morning

I must go  
His three sons ought to be  
present  
They have to come by 'plane  
His wife ought not to stay

## B

in the house all by herself.  
in hospital; they have to bring  
the body home.  
to see Mr Devaraj last week.  
to the funeral; that will be  
making some amends.  
before they can remove the body  
to the cremation ground.  
to be here in time.

4 Read these sentences about Christopher, who is a young, enthusiastic but foolish angler.

- Why didn't Christopher avoid going to the much-frequented lake just outside the town for his Sunday fishing?
- Why didn't he take the trouble of exploring the countryside for a lake or stream that was not visited by other anglers?
- Why didn't he take his umbrella with him when everyone could see that the sky was overcast?
- Why didn't he take shelter under the large mango tree near the lake when, just as he cast his line, there was a heavy down-pour?
- Why didn't he go home when he got drenched to the skin?
- When he finally got home, why didn't he dry himself, have a hot drink and go to bed?

Re-write these sentences in the affirmative form, first using *ought to* and then *should*.

## USAGE C

*used* as an auxiliary verb in the past tense and *used* as an adjective must be distinguished. The former is always followed by *to* and an infinitive. It expresses a discontinued habit. A common mistake is to use the past tense after *to*:

✗ I used to lived in Bombay.

- ✓ I used to live in Bombay. (but I do not live there now)
- ✗ Before his marriage, Meeran used to spent a lot of his time in the club.
- ✓ Before his marriage, Meeran used to spend a lot of his time in the club.

The adjective *used* is followed by *to* and a noun, pronoun and gerund; it means 'accustomed'. A common error is to use *for* instead of *to*:

- ✗ My wife is used for getting up early.
- ✓ My wife is used to getting up early.
- ✗ We are used for the noise our neighbours make, though we don't like it.
- ✓ We are used to the noise our neighbours make, though we don't like it.

5 Study the use of *must*, *used to* and *have to* in the following sentences:

- a. I have lost a lot of money recently, so we must spend much less than before.
- b. My wife has been used to luxury and to half a dozen servants but now we have to live in a spartan fashion.
- c. We must send away all our servants except one.
- d. We are used to driving out fifty or sixty miles into the country every week-end. This has to stop.
- e. Above all, we have to cut down on hospitality.
- f. This will be the most difficult of the adjustments we have to make, because we have been used to spending a lot on guests.

Re-write the sentences as they would apply to the speaker's neighbour and his wife.

6 An officer in the Central Secretariat at Delhi retired last year and settled down in his home town. His two children were overheard making the following remarks at a birthday party they went to recently:

- a. We don't live in one of the largest cities of the world any more.
- b. We don't go to one of the best schools in the country.
- c. We don't walk any longer through the beautiful Lodi Gardens to get to school.
- d. We don't spend our holidays in Kashmir, Darjeeling or Simla.

e. We can't use the excellent children's library any more, which was just two kilometres from our flat.

Re-write these sentences in the affirmative form, using *used to*.

### SPEECH PRACTICE

Care must be taken to distinguish between the /w/ and /v/ sounds. Lips must be rounded and pushed forward (as for whistling) for /w/. You have already practised /v/; now you should practise it in contrast with /w/.

would	well	won't	one
have	voice	five	very

After practising these words, read the sentences in the dialogue which contain the words. Then go over the dialogue again, trying to pronounce these words with special care.

### READING PASSAGE

#### *A Government must Govern*

An enlightened government ought to provide for the disabled, the sick, the old, the illegitimate children. But, however deserving they may be, these ought not to have the first claim on a government. A government must provide work for every able-bodied citizen, must provide housing, and must provide food and clothing at reasonable prices. It is only when basic needs are met that men's thoughts can turn to culture and refinement.

A government ought not to produce consumer goods and services. This is not its function. Its business is to govern. It ought only to regulate industry and services. If the industry is too big for private enterprise, like the railways, the government has to step in—but even then it need not involve itself in production; it can have autonomous corporations to do the work instead.

### COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What must an enlightened government do first for its citizens?
2. Give some examples of the weaker elements in society which the government must help.

3. Are you in favour of the government taking over industries and manufactures? If you are, give your reasons.
4. When will the government have to step into the private sector?

## COMPOSITION

- 1 Write a parallel passage, using the clues given below:  
 civilized/give help to/handicapped/aged/orphans and widows  
 —worthy of attention/be the first charge—employment/  
 subject/prices within reach—wants/satisfied/the thoughts of  
 men/inward growth—  
 engage itself in the production of—business—function—  
 should/the economic activity of the country—far too large/  
 postal services/get involved/engage/establish—
- 2 Write two or three paragraphs describing what citizens should do to reduce their dependence on the machinery of government in any one field among the following:  
 Education      Medical Care      Transport      Rising Prices  
 Housing

## Reported Speech

## DIALOGUE

*Taking an Interview*

*Father* : What happened? What did they ask you at the interview?

*Son* : One of them, a bald man with glasses, asked me where I lived.

*Father* : And then?

*Son* : One of them asked me how many kinds of plastics there were.

*Father* : You didn't know, did you?

*Son* : No, but I said six. The only woman on the board asked me when man first landed on the moon.

*Father* : Did you say that man first landed on the moon in 1972?

*Son* : Yes, father, but they didn't look very pleased. One of them asked, 'What year did Alexander defeat Porus?' I said that it was in 1852.

*Father* : Stupid boy! It was in 1100 A.D.—or was it?

*Son* : Then one of them asked me if I had ever scored a century in a cricket match. I said yes. They asked when, and I couldn't remember.

*Father* : But you've never scored more than six runs in any match!

*Son* : No, that's why I couldn't remember. The Chairman said that I couldn't be telling the truth, because no one who had scored a century would ever forget the day he did it.

## USAGE A

We have already noticed the mistake with direct question-word questions, e.g.

- ✗ Where she is going?
- ✓ Where is she going?

When direct questions are turned into indirect speech, the interrogative form changes to the affirmative form. A common mistake is

to use the interrogative form:

✗ He asks where is she going.

✓ He asks where she is going.

✗ The stranger asked the policeman where was the bus station.

✓ The stranger asked the policeman where the bus station was.

1 A man, who was arrested on suspicion a month after he arrived in India, is being interrogated by the CBI to find out whether he is a tourist or a spy:

- CBI*: What are you doing in Bombay?
- Man*: Seeing the sights, naturally.
- CBI*: When did you arrive in the city?
- Man*: Four weeks ago.
- CBI*: Have you been 'seeing the sights' for four weeks then?
- Man*: Yes, Bombay is a huge city and there's plenty to see.
- CBI*: Why have you been visiting the harbour every day for the last three weeks?
- Man*: Er, er . . . I like watching the ships.
- CBI*: If you are only interested in ships, why did you take photographs of the harbour installations? We've been watching you, you know, while you were 'watching the ships'.

Write out the questions and answers in Reported Speech.

2 Below is a conversation in Reported Speech between two anglers who are sitting on the bank of a river and hopefully trying to land some fish:

- Prasad asked Nirupam whether he had caught anything.
- Nirupam said that Prasad should not talk because the noise would frighten the fish away.
- Prasad said that he had not said anything for half an hour.
- Nirupam said that it was a pity he had broken such a long and distinguished record.
- Prasad muttered that what he had wanted to say was that he liked fishing for sharks in the sea, but that he didn't say it!
- Nirupam asked his friend whether he had ever fished in the sea and had ever caught a shark.
- Prasad asked Nirupam to be quiet because there was a fish on his line.

Re-write the conversation in direct speech.

## USAGE B

Changes are necessary when direct commands are changed into indirect commands. The introductory verb *say*, etc., changes to verbs like *tell*, *order*, *ask*, *command*, etc. A request is introduced by the verb *ask* and a command by the verb *tell*.

'Sweep the bedroom first,' said Kamal to the servant.

Kamal told the servant to sweep the bedroom first.

'Please open the window, Simi,' said Kamal to her daughter.

Kamal asked her daughter Simi to open the window.

3 Change the sentences below into indirect speech:

- The doctor asked the man, 'Where is the pain?'
- Then he said, 'Lie on your stomach.'
- He pressed down on the man's left shoulder and said, 'Does it hurt?'
- The man said, 'Yes, it does.'
- The doctor said, 'You have a mild attack of rheumatism. Take an injection.'
- 'Wrap yourself up and don't go out in the rain,' he added.

4 Mrs Bose, newly married, has just employed Rani, a young village girl, as a servant:

- Rani* : How do you make a cup of tea?
- Mrs Bose* : First of all put some cold water in the kettle.
- Rani* : Which kettle should I use?
- Mrs Bose* : Use the small one on that shelf.
- Rani* : What should I do now?
- Mrs Bose* : Put in two spoons of tea.
- Rani* : And then?
- Mrs Bose* : When the water boils, pour the boiling water into the tea-pot.

Change the sentences above into Reported Speech.

## USAGE C

*say* can be immediately followed by *that* or the preposition *to*;  
*tell* is never immediately followed by *that* or the preposition *to*.

✗ I told to him the happy news.

✓ I told him the happy news.

✗ She told that she wanted a new sari to her husband.

✓ She told her husband that she wanted a new sari.

The milkman said that his cow was sick and could not be milked.

When *say* is followed by *to*, the object of the preposition usually consists of a number of words.

✗ The fox said to Mr Crow that he sang very sweetly.

✓ The fox told Mr Crow that he sang very sweetly.

✓ The fox said to the crow in the tree that he sang very sweetly.

5 Put into indirect speech:

- The houseowner said, 'There are two bedrooms and a very large living room.'
- Mr Farooqui asked, 'Have the bedrooms got bathrooms attached to them?'
- 'One of them has,' said the houseowner. 'There is a store-room, a big kitchen, and a bathroom with a water-heater and a shower.'
- 'That sounds fine,' said Mr Farooqui. 'What rent are you asking for?'
- 'Six hundred rupees,' said the owner, 'and an advance of Rs. 2,500.'
- 'Will you agree to an advance of two months' rent?' asked Mr Farooqui.
- 'Well, make it three months and the flat is yours,' said the owner.

6 Put into indirect speech:

- The dying man said to his sons, 'Bring me a bundle of sticks.'
- 'Break the bundle into two.'
- 'You can't do it!'
- 'Now untie the bundle.'
- 'Break the sticks one by one.'

### SPEECH PRACTICE

The sounds /æ/ and /a:/ must be distinguished Practise these words

singly and in pairs:

/æ/	/a:/
happen	ask
that's	glasses
landed	plastic
man	father

Practise the sentences from the dialogue where these words occur and then read the whole dialogue again.

## READING PASSAGE

### *The One-legged Soldier*

As a boy, I was very fond of the old soldier in our little town. He only had one leg, having lost the other somewhere in Assam in 1942. He used to sit on the bank of our small river and tell me about his adventures. He told me that he had run away from home to join the army when he was eighteen. He had experienced his first battle in the Libyan desert in the Second World War. He used to tell me dozens of war stories, but the one I liked best was the one of his escape from a Japanese prisoner-of-war camp in Burma. He has told me again and again how he walked two hundred miles in two weeks. On the way he was bitten on the toe by a poisonous snake and he had to cut off part of the toe in order to survive. But the wound did not heal and by the time he got to an Indian camp it had turned septic and the leg had to be amputated. He is apparently quite contented with his lot. He says that his pension is enough for his needs; and the fish which he catches from the river and sells provide him with the money for his cigarettes.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Had the hero of the story run away to sea when he was eighteen?
2. Where did he say his leg was amputated?
3. Where did the old soldier do his fishing?
4. Which story did the narrator like best?
5. How many miles did the soldier say he walked in two weeks?

6. Why is he a contented man?
7. Who is the strangest character in your village or town?

## COMPOSITION

- 1 Write a parallel passage, using the clues given below:

when I was/used to like listening to—arm/an Assam field hospital—would sit/telling/experiences—left home/had just turned—his first battle experience/Burmese jungles—stories by the dozen/most/exciting escape/prison camp—narrated to me/220/living on berries and leaves—clawed/bear/which he managed to kill—injury/arrived at/begun to fester/the arm—satisfied—small pension/just enough/wants/give/his one vice, smoking—

- 2 Write out the account of the old soldier's adventures in the form of a dialogue between the boy and him. You will have to imagine the questions, responses and comments of the boy as the soldier is speaking.

## The Conditionals

## DIALOGUE

## Speaking Persuasively

*Travel Agent :* If we send a telegram to Calipore today, we'll get a reply in two days.

*Mr Keshav :* Will that guarantee my return berth?

*Travel Agent :* Let me see. You want to leave Calipore on the 23rd, six days from today. I should think you've a slight chance.

*Mr Keshav :* I wish I had come to you earlier.

*Travel Agent :* Yes, if you had come earlier, you would have been sure of your berth.

*Mr Keshav :* What shall I do now?

*Travel Agent :* Well, when you get off the train at Calipore on Friday, go and ask at the Reservation Counter.

*Mr Keshav :* And if I haven't got a reservation?

*Travel Agent :* There might be last-minute cancellations. If you spoke to them persuasively, perhaps they would give you one.

*Mr Keshav :* What exactly do you mean by 'speaking persuasively'?

*Travel Agent :* Well, you know what I mean, Mr Keshav.

## USAGE A

The three kinds of conditional sentences should be distinguished:

1. *If we send a telegram today, we shall get a reply in two days.* The verb in the *if*-clause is in the General Present tense and the verb in the main clause is in the Future. This kind of sentence expresses a condition that is likely to be fulfilled.
2. *If he asked me, I should marry him.* The verb in the *if*-clause is in the Simple Past and the verb in the main clause is in the Present Conditional. This sentence expresses a condition that is unlikely to

be fulfilled. This type can also be used for imaginary suppositions, as in *If a bear embraced you, you would be crushed to death.*

3. *If you had come earlier, you would have been certain of your berth* (but you didn't come early and now you are uncertain). The verb in the *if*-clause is in the Past Perfect tense and the verb in the main clause is in the Perfect Conditional. This type of sentence expresses a condition impossible of fulfilment because the sentence refers to a past event.

- 1 Add the phrases *put them in a tin*, *have fried fish*, *land a fish*, and *dig in the soil* to the sentences below in the space provided so as to make sensible sentences:
  - a. If you ... near the kitchen, you will find some worms.
  - b. If you find some worms, you will be able to ...
  - c. If you go fishing today, you will ... a foot long.
  - d. If you land a fish that long, we will ... and fish curry for dinner.
- 2 Re-write the completed sentences in Exercise 1, using the third type of conditional clause.
- 3 Match the following clauses:
 

a. If you curled up inside a large banana leaf	someone would soon shoot you.
b. If you became a chrysalis	you would burst out of the chrysalis.
c. If you lay dormant enough	someone would catch you and pin you in a book.
d. If you turned out to be a beautiful butterfly	you would become a chrysalis.
e. If you turned out to be a bat or something ugly	you would be dormant for weeks.

## SPEECH PRACTICE

Some students make the mistake of lengthening the short /i/ sound. This is wrong. Practise the /i/ sound in the following words:

if	ticket	women
think	wish	village
reply	give	is
return	been (weak form)	bridge

The long /i:/ sound occurs in the following words in the dialogue:

we'll      we      guarantee      see      leave

Practise these words and then read the dialogue over again, paying particular attention to the words in which the /i/ and /i:/ sounds occur.

## READING PASSAGE

### *Little Accidents of History*

It is often said that if General Ney had obeyed Napoleon's order at Waterloo, the course of European history would have been different. But Ney failed and Napoleon died in exile in St Helena. If Cleopatra's nose had been a little shorter or a little longer, the 'triple pillar of the world' would not have forsaken the Empire to die for Cleopatra—and Shakespeare would not have written his *Antony and Cleopatra*.

If, in some quiet moment, we recall some of these fateful minutiae of history, we shall be excited and depressed at the same time. We shall be excited if we let our imaginations run away with what might have happened; we shall be depressed if we think that so many things that altered history are in themselves so insignificant. The great story of the human race seems to be as fortuitous as an accident.

## COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. What would have happened if Napoleon had won at Waterloo?
2. Would you be cheerful if you thought how little things have affected the course of history?
3. Is history always the result of little accidents?
4. If Cleopatra's nose had been a little longer, what would not have happened?
5. Can you think of a trivial thing which affected Indian history in a big way?

## COMPOSITION

Write a paragraph similar to the first paragraph in the passage with your own examples from history.

## Gerunds and Infinitives

### DIALOGUE

#### *Chess at Lunchtime*

*Terra* : Haven't they stopped playing yet?

*Radha* : No, not yet.

*Terra* : Shall I tell them to stop? The lunch is getting cold.

*Radha* : I don't want to interrupt them. It's no use telling my husband anything in the middle of a game of chess.

*Terra* : Nor mine. He can postpone eating for hours if he has got a chessboard in front of him.

*Radha* : They don't mind our perishing of hunger, do they?

*Terra* : No. The curious thing is that they don't mind eating cold food after a game of chess, but they resent eating it at all other times.

*Radha* : And how proud they can be of their logical minds!

*Terra* : I hate being kept waiting like this.

*Radha* : Terra, let's strike a blow for women! Let's have lunch without our husbands!

### USAGE A

The infinitive immediately follows these verbs among others:

*promise, consent, agree, refuse, manage, fail, hope, prepare, decide*

✗ Don't fail coming to the meeting.

✓ Don't fail to come to the meeting.

✗ Have you decided marrying him?

✓ Have you decided to marry him?

The gerund must be used after the following verbs among others:

*stop, finish, resent, prevent, avoid, delay, postpone, enjoy, forgive, mind (object to), understand*

✗ We must avoid to smoke.

✓ We must avoid smoking.

✗ The children enjoyed to go to the zoo.

✓ The children enjoyed going to the zoo.

The following verbs among others take an object before the infinitive:

*tell, force, invite, make, let, permit, encourage, advise, request, order*

✗ The burglar forced to open the safe.

✓ The burglar forced the owner to open the safe.

✗ The captain ordered to attack the fort.

✓ The captain ordered his men to attack the fort.

1 Fill in the blanks with the correct form of the two given in brackets:

- How did you manage ... in good health for 93 years? (to live, living)
- Young man, there are three simple rules for good health and a long life. First avoid .... (to smoke, smoking)
- Remember ... only when you are hungry. Stop ... angry or jealous. (to eat, eating; to get, getting)
- I understand the first two things you said. But why should we prevent ourselves ... angry or jealous? (to get, getting)
- Anger and envy not merely harm the mind but also encourage the body ... harmful chemicals. (to form, forming)

2 Match these clauses to make a sensible paragraph:

- May we remind you of the order for six dozen folding chairs and propose to hold you accountable for this loss.
- We regret to note that after having delivered two dozen chairs on 25.4.'73 and this has forced us to postpone the opening of our new Show Room on Mount Road.
- You have delayed executing our order which you promised to deliver before 20.4.'72?
- We have suffered a considerable loss because of this postponement and will not compel us to take legal action against you.
- In the meantime, we hope you will finish delivering 4 dozen chairs in the course of this week we haven't heard from you.

3 Use the infinitive or the gerund of the verbs given in brackets to complete the sentences:

- The way some people behave at concerts prevents us from ... the music. (enjoy)
- Quite a few decide ... to their friends throughout the performance about their personal problems. (talk)
- There are those who cannot stop ... with the musician! (sing)
- Others manage ... a commentary on the latest political situation. (give)
- What about the inveterate readers at our concerts? They obviously cannot put off ... the latest detective novel even for a moment. (read)
- Still others cannot stop themselves ... in and out of the auditorium; they need ... out *pan* juice at frequent intervals! (wander; spit)

## USAGE B

After the verbs *love*, *like*, *hate*, *remember*, *regret* and *prefer*, the gerund is used for habits and past actions; the infinitive for future and conditional actions.

I like seeing plays. (habit)

I should like to see the Ibsen play tonight; will you take me?

4 Fill the blanks with the infinitive or the gerund of the verb in brackets:

- The lecturers like ... their lessons in the morning session, because students are more alert then than in the afternoon. (give)
- In the afternoon, they prefer ... a book or ... in a corner of the Staff room. (read; snooze)
- This morning, however, they would like ... their lectures in the afternoon. (give)
- Their reason is a simple, though not an academic one: there is a boat race on at ten o'clock which they would like ... (see)
- The Principal hates ... the timetable, but he wouldn't like ... the majority of his colleagues. (change, displease)

5 Choose between the infinitive and the gerund of the verb in brackets:

- Mr Sinha was a bachelor till his 43rd year and liked ... alone.  
(live)
- Then his family forced him ... a girl who was half his age.  
(marry)
- He would have liked ... in single blessedness. (continue)
- The girl turned out to be flighty and liked ... money. (spend)
- For a long time now Mr Sinha has deeply regretted ...  
(marry)

6 Choose between the gerund and the infinitive where indicated in the following sentences:

- Shobha*: Would you like to see/seeing the Dracula film tonight?
- Nabeesu*: No, thank you. I dislike to see/seeing horror films. They give me bad dreams.
- Shobha*: It's a good film, you'll be sorry not to see/not seeing it!
- Nabeesu*: I refuse to see/seeing it. If I see it, Dracula will come after me in my dreams for weeks. Do you often go to see/seeing such films?
- Shobha*: I don't miss a single one, I just love to see/seeing them!

### SPEECH PRACTICE

Practise saying the /tʃ/ and /dʒ/ sounds, one immediately after the other, and proceed to produce them almost simultaneously. This will result in a correct /tʃ/ sound. Follow the same procedure with the /d/ and /ʒ/ sound to get /dʒ/.

After making the two sounds in isolation, practise them in the following words:

/tʃ/	/dʒ/
chess	jealous
lunch	enjoy
chessboard	judge
match	manage
bachelor	encourage
chairs	jump

Read the dialogue and the completed exercises over again, taking particular care to say these words correctly.

## READING PASSAGE

### *Nehru*

Nehru's was a many-sided personality. He enjoyed reading and writing books as much as he enjoyed fighting political and social evils or resisting tyranny. In him the scientist and the humanist were held in perfect balance. While he kept looking at social problems from a scientific standpoint, he never forgot that we should nourish the total man. As a scientist, he refused to believe in a benevolent power interested in men's affairs; but, as a self-proclaimed pagan, he loved affirming his faith in life and the beauty of nature. Children he adored. Unlike Wordsworth he did not see them trailing clouds of glory from their recent sojourn in heaven. He saw them as blossoms of promise and renewal, the only hope for mankind.

## COMPREHENSION

Questions, to be answered orally in complete sentences and then written:

1. What did Nehru enjoy doing most (a) according to this paragraph and (b) according to you?
2. Can you give one example each of (a) Nehru's scientific temper and (b) his essential humanity?
3. Do you think Nehru was a balanced person?
4. Can you explain why Nehru showed so much interest in children?

## COMPOSITION

1. Write a parallel passage, using the clues given below:

Nehru/man of many interests—was a scholar who/being a champion of the underdog—met/understanding—point of view/was convinced/human being—did not /supreme/managing/self-confessed/his words and actions proclaimed/in Nature—loved—the poet Wordsworth/stay—as promises of renewal—

2. Write a paragraph on Einstein similar to the Reading Passage above. Look up an encyclopaedia for information about him.

## Relative Pronouns

## DIALOGUE

*Tracking a Patient*

*Nurse* : Can I help you?

*Visitor* : Yes. The man who lives in the house opposite mine was admitted here this morning.

*Nurse* : What's his name?

*Visitor* : I'm afraid I don't know. But I'll recognize him at once if I see him.

*Nurse* : That may be true. But are you going to walk through this hospital which has four hundred beds looking at each occupant?

*Visitor* : Well, the accident happened this morning.

*Nurse* : If he's an accident case, he'll be in one of the surgical wards. We've got four of them.

*Visitor* : Oh, his wife gave me the name of the ward that he is in.

*Nurse* : Why didn't you say so earlier?

*Visitor* : You didn't give me a chance. The name which the poor man's wife wrote down is Porcupine Ward. A funny name, isn't it?

*Nurse* : Well, it's named after a British Governor who was called Lord Porcupine. Go right through the first two wards on your right, then turn left. That'll be the ward you want.

## USAGE A

For persons, *who* or *that* can be used in relative clauses, though *who* is normal.

The policeman who caught the thief is a new entrant.

In relative clauses, *that* is usually preferred to *who*, *whom* or *which* after

(i) superlatives

- (ii) *all, everything, everyone*
- (iii) *not any, none, no* and compounds of *no* (e.g. *nothing, nobody*)
- (iv) *much, little*

The largest fish that I ever caught was four feet long.

I know nobody that can tell lies as convincingly as he can.

There is much that can be said on both sides.

In the accusative, *whom* is going out of use, except in very formal English. The tendency is to use *who* or *that* or even drop the relative pronoun altogether:

The women who he praised thought highly of him.

The women that he praised thought highly of him.

The women he praised thought highly of him.

- 1 Fill in the blanks, using *who* or *that*. Use *who* wherever *that* is not the only possible relative pronoun:
  - a. Churchill was one of the greatest war leaders ... ever lived.
  - b. The books ... he wrote about the times he lived in have sold all over the world.
  - c. The man ... saved England from the Nazi onslaught was also one of the great English orators.
  - d. He touched nothing ... he did not adorn—politics, writing, speaking, painting and, of course, fighting.
- 2 Fill in the blanks with *who, which* or *that*. Use *that* only when no alternative is possible:
  - a. The snakes ... are found in India are some of the best-known ones in the world.
  - b. The snake ... is the most poisonous among them is also the most difficult to catch: the King Cobra.
  - c. A man ... can catch one is certain to get a lot of money from the zoo ... he sells it to.
  - d. Did you know that the King Cobra is a snake ... lives on other snakes?
  - e. Nobody ... has been bitten by it has lived to tell the story.

## USAGE B

A relative clause can sometimes be replaced by an infinitive:

Here is a pool which we can swim in!

Here is a pool to swim in!

Have you got anything which we can drink?

Have you got anything to drink?

3 Read these sentences first without the relative pronoun where possible. Then read and write them replacing the relative clause by an infinitive where possible:

- Have you got a new sari that you can wear to the party on Saturday?
- Yes, I have. The tomato-red one which my husband bought me last week will do nicely.
- Have you got a blouse that you can match it with?
- No, I haven't. But by Friday I can get one made that will go with it.
- Has your husband got a car in which he can take you to the party?

### SPEECH PRACTICE

It is necessary to pay attention to sense groups in sentences. A sense group is a group of words which makes some sense, e.g.

the name of the ward

the number of his bed

who lives in the house opposite mine

*lives in the* or *number of his* are not sense groups. In the sentence the sense groups are:

The man/who lives in the house opposite/was admitted here this morning.

The sign / marks the places where a slight pause in speaking or reading can be made. The wrong way to read the sentence would be to pause as shown below, for example:

✗ The man who/lives in the/house opposite was/admitted here this/morning.

Read the dialogue again, paying attention to sense groups.

### READING PASSAGE

#### *Social Pests*

What do you think of the man who eats a banana in front of a shop and gaily throws the skin on the road? He is a pest indeed

but perhaps not quite a match for the man (or woman) who slips into your garden very early in the morning before you are awake. All the roses that you have tried so hard to produce are picked and put away in a basket in a trice. When you step into the garden to feast your eyes on your roses, they are just not there! The worst pest, however, is the man who lives next door and celebrates the marriage of his daughters once every two months till all the six girls are married off. This monster hires loudspeakers which shriek away from very early in the morning till late at night. At that volume music simply ceases to be music and becomes a shrill stream of noise that shatters your ear-drums and tears your nerves apart. Nobdy that has been forced to endure this for a day will ever want another wedding to take place in the locality again.

### COMPREHENSION

Questions, to be answered orally in complete sentences before the answers are written:

1. Who are the men that have been mentioned as social pests?
2. What does the man who has a number of daughters do?
3. What happens to all the roses that you have worked so hard to grow?
4. What does the man who slips into your garden want the flowers for?
5. Is there nothing that one can do to check these social pests?

### COMPOSITION

Write a parallel passage, using the clues below:

the woman next door/throws rubbish into the street every morning—nuisance/certainly/not a match/the woman/steals from/kitchen garden/when you are still in dreamland—vegetables/laboured/in two or three minutes—go/enjoy the sight—woman/in your street/performss/her sons/three/seven—pest/the early hours of the morning—stops/pierces/shatters—compelled/bear/to be celebrated—

# Key

## Chapter 1 Usage

p. 1 1. a. Vivek is ...  
b. He is ...  
p. 2 c. ... his ...  
d. He ... he was ...  
e. He is ...  
  
2. a. Were  
b. was; was  
c. was  
d. was; were  
e. Are  
f. are; is  
  
3. a. ... prisoners are ...  
b. They are not ...  
c. Were they ... they were ...  
d. ... they were. They ...  
e. They were ... they were ...  
f. Are they ... they come ...  
g. ... they are. They are ... , are they?  
  
4. a. was  
b. were; was  
c. was; was  
d. was; were  
p. 3 e. were  
f. are  
g. was

## Chapter 2 Usage

p. 6 1. a. doesn't  
b. aren't  
c. aren't  
d. see; eat; buy

e. do; breathe  
 f. are

2. a. Popular film stars are busy ...  
 b. They are ...  
 c. ... they have to take part ...  
 d. They have to be photographed ...  
 e. They go once a day ...  
 f. They find it impossible ... or wedding they are invited to.  
 g. ... they do not find the time to pay their income tax!

3. a. Vidya was at the zoo ...  
 b. ... and she was just in time ...  
 c. One otter in a pond was given fish ... by its keeper.  
 d. One baby elephant was drinking milk from a huge bottle held in its little trunk.  
 e. One giraffe was nibbling ... in its enclosure.  
 f. Vidya soon felt hungry herself and sat under a tree to eat the sandwiches she had brought along.

4. a. ... girls don't ...  
 b. —  
 c. Do English ... ?  
 d. ... they don't wear ...  
 e. ... girls wear stockings ...

5. a. ... college were taken ... , which is 5,000 ft ...  
 b. ... Park are stored ...  
 c. ... fountains, bubbles in ...  
 d. —  
 e. Sunlight plays on ...  
 f. There is a ... tortoises sleep on ...  
 g. ... much want to ...

### Chapter 3 Usage A

p. 10 1. a. —  
 p. 11 b. —  
 c. a  
 d. —  
 e. a; a; —

f. a; a; a

g. — ; —

2. a. A doctor wears a long white coat ...  
 b. A nurse wears a white cap and a sari on duty. She is not allowed ...  
 c. A postman wears khaki trousers and a shirt.  
 d. A fireman wears a blue or grey uniform.  
 e. What does a policeman wear? He wears khaki trousers and a tunic, and a red cap.  
 f. A lawyer wears black. The black jacket and gown show how sorry he is to bring a case to court!

3. a. In India furniture was formerly ...  
 b. Teak was as ... ; so was the ...  
 c. ... got a heavy ... of teak which was imported from Burma.  
 d. An oval ... six chairs were also ... they were made of rosewood.  
 e. ... of furniture are being made of iron or steel or aluminium ... such stuff.

### Usage B

P. 12 4. a. a; —  
 b. a; the  
 c. a; the  
 d. The; a; the; —  
 e. —; the  
 f. a; a; —

5. a. —; —; —  
 b. —  
 c. —; —  
 d. —; a  
 e. a; a  
 f. —; the  
 g. —; a; —

6. a. Will accommodation ...  
 b. ... it's the season.

- c. ... want a bed ... sharing a room.
- d. ... you accommodation ... to a room, ...
- e. —
- f. ... There's a small ... hire a boat ... there's a moon, the lake ... like dancing, ... have a lively ...

### Chapter 4 Usage A

p. 16

- 1. a. Is the policeman holding up ... ?
- b. Is Mr Murthi buying the tickets?
- c. Are the children laughing ... ?
- d. Are the big elephants dancing ... ?
- e. Are a man and a woman performing ... ?
  
- 2. a. Why is ...
- b. Why are ...
- c. What are ...
- d. Where are ...
- e. Why are ...
  
- 3. a. What are you making ...  
... making a cake.
- b. What is Mrs Anand making fish curry with?  
... and tamarind.
- c. Why is Mrs Anand's daughter mixing ...  
... making lemonade.
- d. Is anyone making ...  
... making a dozen.
- e. What are you all ...  
... on a picnic ...

### Usage B

p. 17

- 4. a. When are you getting vaccinated?
- b. When are you collecting your passport?
- c. Where are you stopping on the way?
- d. How many days are you spending in each city?
- e. Where are you going to stay in Japan?
  
- 5. *Mukesh*: Why are you going ...  
*Satyan*: ... meet a friend ... bringing an English ...

*Mukesh: ... Is she going ...*

*Satyan: ... got a teaching ...*

*Mukesh: When are they going ...*

*Satyan: ... who are you meeting ...*

*Mukesh: ... for a short ...*

*Satyan: What's she doing ...*

*Mukesh: ... park the car.*

p. 18

**Written work**

1. a. The officer asked the lady, 'How long are you staying in India?'
- b. The lady said, 'I have nothing to declare: I'm travelling light.'
- c. The man asked, 'Are you bringing any gold into the country?'
- d. The lady asked, 'Are you looking at my gold belt too?'
- e. The lady asked pathetically, 'What am I going to do?'
- f. The officer asked her, 'Are you going to pay the duty ... ?'

**Chapter 5 Usage**

p. 21 1. a. in 1967

b. in a year's time

c. Soon after

d. one sunny day

e. the month after

f. in the following May

g. last month

2. a. settled

b. has lived

c. bought

d. planned

e. has not succeeded

f. has not approved

g. asked

h. has not given

p. 22 3. a. began

b. shot

- c. increased
- d. circled; checked
- e. sent
- f. passed; pulled
- g. separated; fired
- h. landed
- i. opened; stepped
- j. acclaimed

4. a. ... dreamt ...

- b. ... saw ... froze ...
- c. ... rent ...
- d. ... crept ... lay ...
- e. ... leapt ... began ...
- f. ... burst ... clung ...
- g. ... wept ... woke ...

### Chapter 6 Usage A

p. 26 2. a. Was there ...  
 b. ... there was.  
 c. Were there ...  
 d. ... there were  
 e. Were there ...  
 f. ... there was ...

3. a. ... house ... are ...  
 b. ... were ... house ... was ...  
 p. 27 c. ... house ... are ... is ... sofa.  
 d. ... kitchen ... are ...  
 e. ... is ... space ... garden ...

4. a. There is a rich minority holding most ...  
 b. There are too many people trying to ...  
 c. There is too much ... floating around. There is a lot  
 of it used ...  
 d. Consequently there are steep increases in the ...  
 e. There are a lot of houses being built ...

### Usage B

5. a. How many ...

b. How much ...  
 c. How many ...  
 d. How many ...  
 e. How much ...

p. 28 6. a. How many guests were there at the wedding?  
 b. How much noise was there ... ?  
 c. How many kinds of sweets were there ... ?  
 d. How much rice was there ... ?  
 e. How many beggars were there ... ?

7. a. How many U.S. ...  
 b. How much money does a tourist need ...  
 c. How many rupees can a U.S. tourist get ...  
 d. How many vaccinations and inoculations must he take ...  
 e. How many Indians ...

8. a. How much does an omelette cost?  
 c. ... How many eggs ...  
 d. ... Shall I ask ...  
 e. How much does a plate ... cost?  
 g. How much do the fish curry and rice cost?  
 i. ... Can I have ...

### Chapter 7 Usage

p. 31 2. a. are playing  
 b. hear  
 c. see  
 d. think  
 e. are looking

3. a. Babu is playing ...  
 b. ... hears ...  
 c. ... sees ...  
 d. ... is shouting, 'I think ...  
 e. ... are looking ...

5. a. ... but I like her ...  
 p. 32 b. Why do you like her? ...

- c. ... you know I don't ...
- e. You forget that ...
- f. I understand; ...
- g. ... I adore her!
- i. I don't know that ...

6. b. I feel like ...

- c. ... What do you feel like ...
- e. I don't know why, but I don't want to ...
- f. ... You want to ...

## Chapter 8 Usage

p. 35

- 1. a. Who did you visit yesterday afternoon? (whom *possible*)
- b. What did he give you?
- c. What did you play after tea?
- d. Where did you go then?
- e. Then what did you do? *or* Then where did you go?
- f. What time did you go to bed?

- 2. a. When did Lalita take her teaching degree?
- b. Which school did she go to first?
- c. When did she get her scholarship to the U.K.?
- d. How many years was she abroad?
- e. When did Lalita come back to India?

- 3. a. Where did you go?
- b. What did you borrow?
- c. Where did you go after that?
- d. What did you buy?
- e. When did you get back home?

- 4. a. I'm glad I came ... just met a most charming ...
- b. Who is ...
- d. ... you find charming ...
- e. I admire her concern for people ... What's her ...
- f. ... a film producer. ... standing over there, near the ...
- g. ... red tie?
- h. ... the purple suit. Shall I ...

p. 36

## Chapter 9 Usage

p. 38 1. a. out

p. 39 b. into

c. through; on

d. on; on

e. at

f. for; at; of

g. to

h. to

2. a. at; in

b. On; of

c. in

d. at; in; in

e. past; behind

f. at

g. to

3. a. ... labourer is ...

b. He is ...

c. He ... he has ...

d. He has ...

e. He goes ... walks ...

f. He ... him ...

p. 40 4. a. ... on their heads.

b. ... round their necks.

c. ... round their middle.

d. ... on their feet.

e. ... on their foreheads.

f. ... on their arms.

5. a. ... at the stationer's.

b. ... at the top right-hand corner.

c. ... at the bottom.

d. ... on the envelope.

e. ... at the post-office.

f. ... in a pillar-box or at the post-office.

## Chapter 10 Usage A

p. 44 1. a. ... bought rice, dal and sugar.  
 b. ... bought a packet ... a tube of toothpaste.  
 c. ... buy bread or butter.  
 d. ... a cake ...  
 e. ... bought kerosene ...  
 f. ... him a ...  
 g. ... a bad ...

2. a. A Bengali likes ... and he prefers ...  
 b. A Kashmiri is ...  
 c. A Keralite eats ...  
 d. A Tamil eats ...  
 e. An Andhra likes ...  
 f. ... that a Gujarati likes ...

## Usage B

p. 45 3. a. ... woke ... yesterday.  
 b. ... pushed ...  
 c. ... called ...  
 d. ... called ...  
 e. ... shouted ...

## Chapter 11 Usage

p. 48 2. a. ... Kamala presents that she ...  
 b. ... a silver tea-set for the girl who was her best friend.  
 c. Aunt Shobha gave her niece a cheque ...  
 d. Kamala's rich brother presented her with an expensive ...  
 e. Her old and faithful *ayah* presented a brass pot to the girl ...

4. a. Mrs Guhan gave her ...  
 b. ... she served corn-flakes ... and gave them ...  
 c. Mr Guhan is a ... he likes tea. ... wife poured tea ... and passed him ...  
 d. ... she fried them ... and gave her .... It was then ...

p. 49

e. ... Saras, is even ... She likes her ... mother passed her ...  
 f. ... Guhan poured them ... and gave the ...

5. b. Then she serves corn-flakes ... and gives them ...  
 c. ... wife pours tea ... and passes him ...  
 d. ... she fries them ... and gives her .... It is then ...  
 e. ... mother passes her ...  
 f. ... Guhan pours them ... and gives the ...

## Chapter 12 Usage

p. 52 1. a. Where  
 b. What  
 c. When  
 d. How  
 e. How

2. a. doesn't  
 b. doesn't  
 c. Do  
 d. don't  
 e. Does  
 f. doesn't

3. a. The common crow doesn't look pretty but is a very clever bird.  
 b. Peacocks don't fly very high but have magnificent tail-feathers.  
 c. Sparrows build fine nests though they are tiny birds.  
 d. The vulture eats human flesh and men hate it because it is a bird of ill-omen.

4. a. When you read ..., do you always ... near you?  
 b. If you do not ... word, do you open the ...  
 c. Does the dictionary always tell you the ... ?  
 d. ... dictionary, does it also give one ... ?  
 e. If a word ..., do you choose the ... ?  
 f. Do you also look carefully ... ?

p. 53 5. a. ... whether ...  
 b. ... every ...  
 c. ... sleeps ...  
 d. ... goes ... with ...  
 e. ... fetch ... post office ... back ... hanging ...

### Chapter 13 Usage

p. 55 1. a. passed  
 p. 56 b. took  
 c. jumped; hit  
 d. trapped; dribbled; passed  
 e. failed; went  
 f. tapped  
 g. missed ... it was

2. a. Mohan stood on ...  
 b. was shining  
 c. went; turned; broke ... his ...  
 d. was; struck; he was standing  
 e. flew; picked him ...  
 f. He woke ...

3. a. A child listens ... him ... he begins ...  
 b. He begins ...  
 c. ... he begins ...  
 d. ... he goes ... learns  
 e. A child listens, speaks, reads and writes, ...

p. 57 4. a. Navin Seshadri (4) listened to the speech around him  
 for a long time before he began to speak.  
 b. He began ...  
 c. Then he began ...  
 d. Later he went ... learnt ...  
 e. A child listens, speaks, reads and writes, ...  
 f. When a child learns ... , should he ...  
 g. Or should he ...

### Chapter 14 Usage A

p. 60 1. a. some  
 b. some

c. something; any; something  
d. some

2. a. any/some  
b. some  
c. any/some  
d. any; some/any  
e. anything

3. a. ... anything ...  
b. ... nothing ...  
p. 61 c. ... something ...  
d. ... something ...  
e. ... everything ...  
f. ... everything ...  
g. ... something ...  
h. ... anything ... nothing ... anything ...

4. a. some  
b. any  
c. any/some  
d. some  
e. some; some

5. a. ... some ...  
p. 62 b. ... nothing ... some ...  
c. ... any ...  
d. ... any ...  
e. ... any ... some ...  
f. Everything ...

### Chapter 15 Usage A

p. 64 1. a. a; a  
b. the; a; a; a  
c. the  
d. a; an  
e. The; The  
f. The; a; the  
g. the; the

2. a. ... the room I ... year.

p. 65      b. The ceiling is high ...  
 c. There is a rush mat on the floor of the room.  
 d. One window gives the occupant ...  
 e. The other window looks out on ...  
 f. ... quite comfortable in it. ... for it was ...

### Usage C

p. 66      6. a. —; —. The; the  
 b. —. the; —; the; —  
 c. —; the  
 d. —. The; the

p. 67      7. a. Faith is ...  
 b. ... is an example of a person having great faith ...  
 c. When a child of the family falls ill, the faith Nanee shows in a piece of black string tied round the wrist ...  
 d. ... switches the trust she has in black string to a pot of water mixed with tamarind, chillies and a lot of salt.  
 e. ... round the sick child with the pot, driving away the evil spirit which is causing the fever.  
 f. ... takes the pot to the next street and pours the mixture on to the road.  
 g. The evil ... to the house of ...  
 h. Naturally the faith Nanee has in doctors ...

### Chapter 16 Usage

p. 69      1. a. is  
 p. 70      b. will be  
 c. are; is  
 d. was; were  
 e. is; are  
 f. will be

2. a. were  
 b. was; were; were  
 c. was  
 d. is

e. are  
f. is; will be

3. was; are; was; are; was; is; will be; will; is; am.

4. a. Marriage seems to have changed poor ... he was  
a ...  
b. ... were ...  
c. They were present ... and were seen lounging ...  
p. 71 d. All that is a ... Bhinder is never seen with ...  
e. He only goes out ... they are either found ...  
f. ... thing is ... that ... now stopped smoking.  
g. Only time will tell ... be made in ...

### Chapter 17 Usage A

p. 74 1. a. bought  
b. took  
c. has already given  
d. has completed  
e. asked

2. a. fell  
b. took  
c. gave; hasn't got  
d. has grown  
e. called in  
f. has sent

3. a. Has he ever seen ...  
b. Yes, he has. But he has never been ...  
c. Has he ever climbed ...  
d. No, he hasn't. He has never ...  
e. Has he been ...  
f. No, he hasn't.  
g. Has he never been to ...  
p. 75 h. No, he hasn't. Once he started for Bombay but a  
black cat crossed his path ...  
i. So he turned back home! Has he always been super-  
stitious?

4. a. ... I went up ... It was rather ... I forgot to ...  
 b. Now I have a ... and have started sneezing.  
 c. When I went to ... he asked me ...  
 d. I haven't had a ... I am beginning to worry.  
 e. ... mother has fallen ill and sister has hurt herself ...  
 f. ... they haven't gone yet.

### Usage B

p. 76 5. a. in May 1980  
 b. since May 1980  
 c. in July 1980  
 d. last month

6. a. for  
 b. for  
 c. since  
 d. since  
 e. for

7. a. I have been a ...  
 b. ... I have not known any ...  
 c. ... enemies have always been policemen ... I have hated them ...  
 d. I have joined the ...  
 e. ... I have come ...  
 f. ... existence has begun to ...  
 g. I have seriously decided ...

### Chapter 18 Usage

p. 80 1. a. ... a maidan to play in.  
 b. The boys he played with were ...  
 c. 'Which place are you going to?' or 'Where ... to?'  
 d. ... the only place he went to was ...

2. a. about  
 b. from  
 c. on  
 d. from  
 e. from

3. a. to

- b. in
- c. by; to
- d. On; into; with
- e. on; from; to; by; to
- f. into
- g. by
- h. in; after

p. 81 4. a. ... on ... supervise the ... of ...  
 b. At ... squander a ... in ... by ...  
 c. ... spend a ... learn how ... in ...  
 d. ... spend pocket ... towards ... of ...  
 e. .... by ... in ... about ...

### Chapter 19 Usage A

p. 84 1. a. Yes, he is.  
 b. Yes, he did.  
 c. No, he didn't.  
 d. Yes, she has.  
 e. Yes, he has.  
 f. No, they don't.

2. a. ... help ... No, they should not.  
 b. ... help ... Yes, they should.  
 c. ... set ... Yes, they should.  
 d. ... behave ... Yes, they should.  
 e. ... become ... Yes, they do.  
 f. ... do ... No, it will not.

### Usage B

p. 85 3. a. No, it isn't.  
 b. Yes, it is.  
 c. Yes, it is.  
 d. No, it won't.  
 e. Yes, you may.  
 f. No, you won't.  
 g. No, you will.

4. a. No, there isn't.  
 b. Yes, it was.  
 c. Yes, it was.

- d. Yes, it has.
- e. Yes, it does.
- f. No, they don't.
- g. No, it won't.

### Usage C

p. 86 5. a. Yes, it did.  
 b. No, they didn't.  
 c. Yes, they were.  
 d. Yes, we should have.  
 e. No, they didn't.  
 f. Yes, it was.

6. a. Oh yes, it (certainly) was.  
 b. Oh yes, he did..  
 c. No, he did not.  
 d. Yes, he did.  
 e. No, he did not.

p. 87

### Chapter 20 Usage

p. 90 1. a. went  
 b. was raining  
 c. went; wrote  
 d. decided  
 e. put on

p. 91 3. a. ... were sleeping ... woke ...  
 b. ... began ...  
 c. ... were going ... twisted ...  
 d. ... left ... dashed ...  
 e. ... found ...  
 f. ... was examining ... telephoned ...  
 g. ... was peering ... drew ...  
 h. ... asked ... was doing ...  
 i. ... did not reply ... suggested ...

### Chapter 21 Usage A

p. 95 1. a.  
 b. the

c. —  
 d. —  
 e. the

2. a. *correct*  
 b. *bed for* the bed  
 c. *work for* the work  
 d. *correct*  
 e. *correct*

3. a. ... in the morning ... up every day?  
 d. ... out of bed ...  
 e. ... do in bed ...  
 f. ... to the radio ... contemplates the ceiling ...  
     has tea again ...  
 g. ... get to college ...  
 h. ... at school ... leave the house ... to school ...  
     before class began ... go to college.  
 i. ... to the kitchen ...

p. 96

### Usage B

4. a. to  
 b. the; at  
 c. to  
 d. —; at  
 e. to

### Chapter 22 Usage A

p. 100 1. a. ... often hit lamp-posts ...  
 b. He always spent ...  
 c. He would invariably hold heated ...  
 d. Goldsmith frequently invited his displeasure ...  
 e. But he never missed a chance ...  
 f. Dr Johnson could seldom resist ...

2. a. ... street usually do the same things ...  
 b. ... lecturer, often goes to the Ulsoor ...  
 c. ... wife always take ...  
 d. Mr Bose usually goes to ... He is often late ...  
 e. ... fish always invades ...

- f. The Srirams never leave .... They always stay at home ...
- g. ... I usually spend ...

### Usage B

p. 101 3. a. regularly  
 b. sometimes  
 c. always  
 d. frequently  
 e. never  
 f. ever

4. a. My neighbour is. .... He is ...  
 b. He always takes ... breakfast, he goes ...  
 c. He never comes ... he is always to be found ...  
 d. When he goes back ... he invariably cooks ... and has an ...  
 e. Then he goes ... where he plays. ... He is hardly ever ...

### Chapter 23 Usage

p. 105 1. a. has  
 b. are having  
 c. has  
 d. having  
 e. have  
 f. is Having

2. a. have  
 b. has  
 c. have; have  
 d. are having; are having; are having  
 e. have

p. 106 3. b. She has six eggs in her bag.  
 c. She has three kilos of potatoes.  
 d. She has 500 grams of peas.  
 e. She has six small cauliflowers.  
 f. She has four small fish for the cat.  
 g. She has 500 grams of cream.  
 h. She has three kilos of fruit of three or four kinds.

### Chapter 24 Usage A

p. 109 1. a. ... can play ...  
 b. ... can swim ...  
 c. ... can speak ...  
 d. ... can write ...  
 e. ... can't cook ...

4. a. Can you come?  
 b. ... we can't ...  
 c. ... can you come over ...  
 d. ... if he can.  
 p. 110 e. ... Can you come ...  
 f. ... we can't ... can't get up ...

### Usage B

5. a. Is your baby able to talk yet?  
 b. Yes, and she's able to sing too.  
 c. Can I come ...  
 d. ... Are you able to come tomorrow ...  
 e. ... Is your baby able to eat ...  
 f. She's able to, but she mustn't!

6. a. The weather was fine last Sunday, and Sandra was able to go to the beach.  
 b. She went with her friends ...  
 c. They were able to wear ... they bought only the previous day.  
 d. They were able to swim ...  
 e. They were able to watch ...

### Usage C

p. 111 8. a. ... could/was able to ...  
 b. ... could/was able to ...  
 c. ... was able to ...  
 d. ... was able to ...  
 e. ... could/was able to  
 f. was unable to/could not

9. a. ... was capable of ...  
 b. ... could ...

p. 112 c. ... knew how to ...  
 d. ... was able to ...  
 e. ... was capable of ...  
 f. ... was able to ...  
 g. ... was able to ...  
 h. ... was able to ...

### Usage D

10. a. ... could have written to me ...  
 b. I could have gone ...  
 c. She could have come ...  
 d. ... could have been at home ...  
 e. They could have given her a ...

11. a. ... fiancee broke off their ...  
 b. ... friends had done their best ...  
 c. ... were impatient with ... and always acted on ...  
 d. ... decided to return ...  
 e. ... decided to return ...  
 f. He did not ring her up to apologize ...  
 g. Dorothy asked him never to see her again and everything ended most unhappily.

p. 113

### Chapter 25 Usage A

p. 115/

116 1. a. ... 'Start the jeep at once!' ...  
 b. ... the robbers' van at high speed ...  
 c. ... and wave their arms wildly.  
 d. The chase went on for an hour at dangerous speeds in the ...  
 e. Suddenly a four-ton ...

p. 116 2. a. There was a huge crowd which waited patiently for tickets yesterday in front of ...  
 b. After half an hour the crowd began to get restless and threw stones at the windows as fast as they could.  
 c. The owner of the cinema 'phoned the Collector at once and he asked ... the crowd firmly but not roughly.

- d. For ... Superintendent very quickly got together about forty policemen at his office.
- e. When ... the crowd was at once ordered to disperse peacefully.

### Usage B

p. 117

- 3. a. ... hardly ...
- b. ... thoroughly ...
- c. ... nearly ...
- d. ... definitely ...
- e. ... thoroughly ...
- f. ... rather ...

### Chapter 26 Usage A

p. 120 3. a. ... is getting married ...

- b. ... is going to stay at ...
- c. ... will help ...
- d. ... I am going to engage. ... who will cook ...

p. 121

- e. ... is going to arrange for ... will sing ...
- f. ... are going to pay ... will put up ...

### Usage B

4. a. lend

- b. are
- c. borrowed; return
- d. do
- e. thought; know; remembered

5. a. ... am going to serve ...

- b. ... shall assist you ...
- c. ... am going to see ...

p. 122

- d. ... shall extend ...
- e. ... am going to restore ...
- f. ... shall support ...
- g. ... am going to give ...
- h. ... shall assist ...

### Chapter 27

p. 125 1. a. realized

- b. saw

- c. were
- d. was
- e. knew

2. a. thought

- b. knew
- c. told
- d. found
- e. proved

3. Last month forty-two pilgrims chartered a bus that would take them to many holy places. They were going to visit. ... They were going to worship. ... They were also going to perform ...

p. 126 4. I was happy to have ... surprise passed, a sense of danger came to our hearts. Shark and company slowly circled us. I became the film-director, making ... who has co-starred. ... Dumas ... swam. ... He lingered ... reached out .... Then Dumas released ... and pursued .... I was whirling .... He was swimming as hard as he could ... The shark made no ... nor did he flee but ... were on us.

### Chapter 28 Usage

p. 129 2. a. married; met

- b. realized
- c. listened; spoke
- d. hung
- e. said; proposed

3. a. ... has been ... won ...

- b. ... adopted ...
- c. ... has come ...
- d. ... were born ... has fought ...
- e. ... was deprived ... refused ...
- f. ... became ...
- g. ... beat ... beat ...
- h. ... has announced ...

### Chapter 29 Usage A

p. 134 2. a. ... Britain could not vote ...

- b. ... Women could not enter ...
- c. ... could not entertain ...
- d. ... students can have men ...
- e. They can also stay out ...

### Usage B

p. 135 3. He can *for* he could  
 he can *for* he may  
 who can *for* who may  
 Mr Batliwala can ...

### Usage C

4. a. could  
 p. 136 b. may; may  
 c. can  
 d. may; can  
 e. can

5. a. We could take ...  
 b. It may not be as ...  
 c. We could have an ...  
 d. ... we may have a ...  
 e. ... tickets, we could go ...  
 f. Perhaps we might have to travel ...

### Usage D

p. 137 7. a. You may have read ...  
 b. ... may try ...  
 c. ... might ... might ...  
 d. ... may ...  
 e. ... may ...  
 f. ... may ...  
 g. ... may ... may ...

## Chapter 30 Usage

p. 141 1. a. must  
 b. will have to  
 c. must

d. must

e. must; must

3. a. Haleema must get up very early ...

p. 142 b. Her husband's breakfast has to be ready ...

c. ... Haleema has to walk ...

d. She has to dust the furniture ...

e. She has to take our little girl ...

f. ... hour she doesn't have to obey ...

g. ... that both Mumtaz and Haleema have to have a drink ...

h. She says she must keep Haleema ...

**Usage B**

4. a. tour

b. get ... visas

c. exchange

d. seat

5. a. —

b. First she will have to ...

c. She will also have to apply ...

d. At the same time she will have to make ...

p. 143 6. a. —

b. ... she had to ...

c. She also had to ...

d. Then she had to ...

7. a. Your wife had gone away for three weeks, I hear.

b. Yes, her mother was not very well. But she returned for Christmas.

c. So you had to look after yourself.

d. Yes, I had to. I was very worried about the roses. They are Elizabeth's passion, you know.

e. You only had to water them once a day.

f. No. I had to fight off the pests and diseases, which meant spraying them every fortnight with insecticides. I had to feed them with manure, put on fertilizer and prune them two weeks before Christmas.

- g. But you didn't have to cook, did you?
- h. No, we have a cook. But I had to do all the shopping.
- i. You see how useful wives are! Well I must go.
- j. Must you go now? Have a cup of coffee.

8. a. must  
 b. will have to  
 c. must I  
 d. had to  
 e. Did you have to ...  
 f. had to  
 g. must

p. 144      h. must/have to

### Chapter 31 Usage

pp. 147-8

- 2. a. has been trying  
 b. has succeeded  
 c. has persuaded  
 d. had been trying  
 e. has sold; has bought  
 f. has been telling; hasn't sent in
- 3. a. ... has always believed ...  
 b. ... has been thinking ...  
 c. ... has been trying ... ... has always wanted ...  
 d. ... has been pressing ... ... has been refusing ...  
 e. ... has been trying ...  
 f. ... have predicted ...  
 g. ... have encouraged ...  
 h. ... have underestimated ...

### Chapter 32 Usage A

p. 152

- 1. a. Would  
 b. Will  
 c. Will  
 d. will; won't  
 e. Would  
 f. Will  
 g. Would

p. 153

- Will you help me this ...
- Would you weed the garden ...
- ... will you please make ...
- Will you have your ... or will you help me ... ?
- ... will you drive Anne and me ...

### Usage B

- like
- gone
- wait
- think; like
- wish
- Have
- have
- wait

p. 154

- If somebody sticks a sharp piece of wood in your eye ...
- If you have a corn on your foot ...
- If you have stomach-ulcers ...
- If you suffer from acne, ...
- If your hair starts falling out, ...

### Chapter 33 Usage

p. 158

- must
- Need
- needn't
- needn't
- must
- needn't
- Do you have to ...
- ... don't need to ... have to ...
- Do you have to ...
- ... don't need to ...
- ... mustn't ...
- ... don't have to ... must ...
- Must ... ?

h. ... don't have to go early ... must ...  
 i. ... mustn't ...

3. a. ... needn't ...  
 b. ... needn't ...  
 p. 159 c. ... don't have to ...  
 d. ... needn't ...  
 e. ... don't have to ...

### Chapter 34 Usage A

p. 162 2. a. ... must ...  
 b. ... must. Shall ...  
 c. ... must ... should ...  
 d. ... must ...  
 e. ... Should ...  
 f. Shall ...

### Usage B

p. 163 4. a. Christopher ought to have avoided ...  
 b. He ought to have taken the trouble ...  
 c. He ought to have taken his umbrella ...  
 d. He ought to have taken shelter ...  
 e. He ought to have gone home ...  
 f. ... he ought to have dried himself ...

### Usage C

p. 164 6. a. We used to live ... world.  
 b. We used to go to ...  
 c. We used to walk through ...  
 d. We used to spend ...  
 p. 165 e. We used to use ... library, which ...

### Chapter 35 Usage A

p. 168 1. The CBI asked the man what he was doing in Bombay. The man replied that he was seeing the sights. The CBI asked him when he had arrived in the city. The man replied that he had arrived four weeks before. The CBI asked if he had been seeing the sights for four weeks.

The man replied that he had, and added that Bombay was a huge city and that there was plenty to see.

The CBI then asked him why he had been visiting the harbour every day for the previous three weeks. The man hesitated at this and finally said that he liked watching the ships. The CBI then asked him why, if he was only interested in ships, he had taken photographs of the harbour installations. He added that the CBI had been watching him while he had been watching the ships.

2. a. '(Hey,) Nirupam, have you caught anything?'
- b. '(Shh!) Don't talk! The noise will frighten the fish.'
- c. '(Noise! What noise!) I haven't said anything for half an hour!'
- d. 'That's a long and distinguished record! It's a pity you have broken it./It's a pity you've broken such ... record.'
- e. 'What I wanted to say was that I like fishing for sharks in the sea, but I didn't say it!'
- f. 'You! Fishing in the sea! I bet you have never caught a shark.'
- g. 'Be quiet! There is a fish on my line.'

#### Usage B

p. 169

3. a. The doctor asked the man where the pain was.
- b. Then he told him to lie on his stomach.
- c. He pressed ... and then asked him if it hurt.
- d. The man said it did.
- e. The doctor told him that he had a mild attack. ... He told him to take an injection.
- f. He also told the man to wrap himself up and not to go out in the rain.
4. a. Rani asked Mrs Bose how to make a cup of tea.
- b. Mrs Bose told Rani that she should first of all put some cold water in the kettle.
- c. Rani asked her which kettle she should use.
- d. Mrs Bose said she should use the small one on one of the shelves.

- e. Rani asked her what she should do then.
- f. Mrs Bose told her to put in two spoons of tea.
- g. Rani asked what she should do then.
- h. Mrs Bose told her that when the water boiled she should pour the boiling water into the tea-pot.

### Usage C

p. 170 5. a. The houseowner said that there were two ...  
 b. Mr Farooqui asked if the bedrooms had bathrooms ...  
 c. The houseowner told him that one of them had.  
     He also told him that there was a store-room, ...  
 d. Mr Farooqui said that it sounded fine and asked what rent the houseowner was asking for.  
 e. The owner replied that the rent was six hundred rupees with an advance ...  
 f. Mr Farooqui asked if he would agree to an advance of ...  
 g. The owner said that if Mr Farooqui made it three months the flat was his.

6. a. The dying man told his sons to bring him a bundle of sticks.  
 b. He told them to break the bundle in two.  
 c. He told them that they couldn't do it.  
 d. Then he told them to untie the bundle.  
 e. Then he told them to break the sticks one by one.

### Chapter 36 Usage A

p. 174 1. a. dig in the soil  
 b. put them in a tin  
 c. land a fish  
 d. have fried fish

### Chapter 37 Usage A

p. 177 1. a. to live  
 b. smoking  
 c. to eat; getting  
 d. getting  
 e. to form

p. 178 3. a. ... enjoying ...  
 b. ... to talk ...

- c. ... singing ...
- d. ... to give ...
- e. ... reading ...
- f. ... wandering ... to spit ...

### Usage B

4. a. giving/to give  
 b. reading/to read; snoozing/to snooze  
 c. to give  
 d. to see  
 e. changing/to change; displeasing/to displease

p. 179 5. a. living/to live  
 b. to marry  
 c. to continue  
 d. spending/to spend  
 e. marrying

6. a. ... to see ...  
 b. ... seeing ...  
 c. ... not to see ...  
 d. ... to see ... to see ...  
 e. ... seeing ...

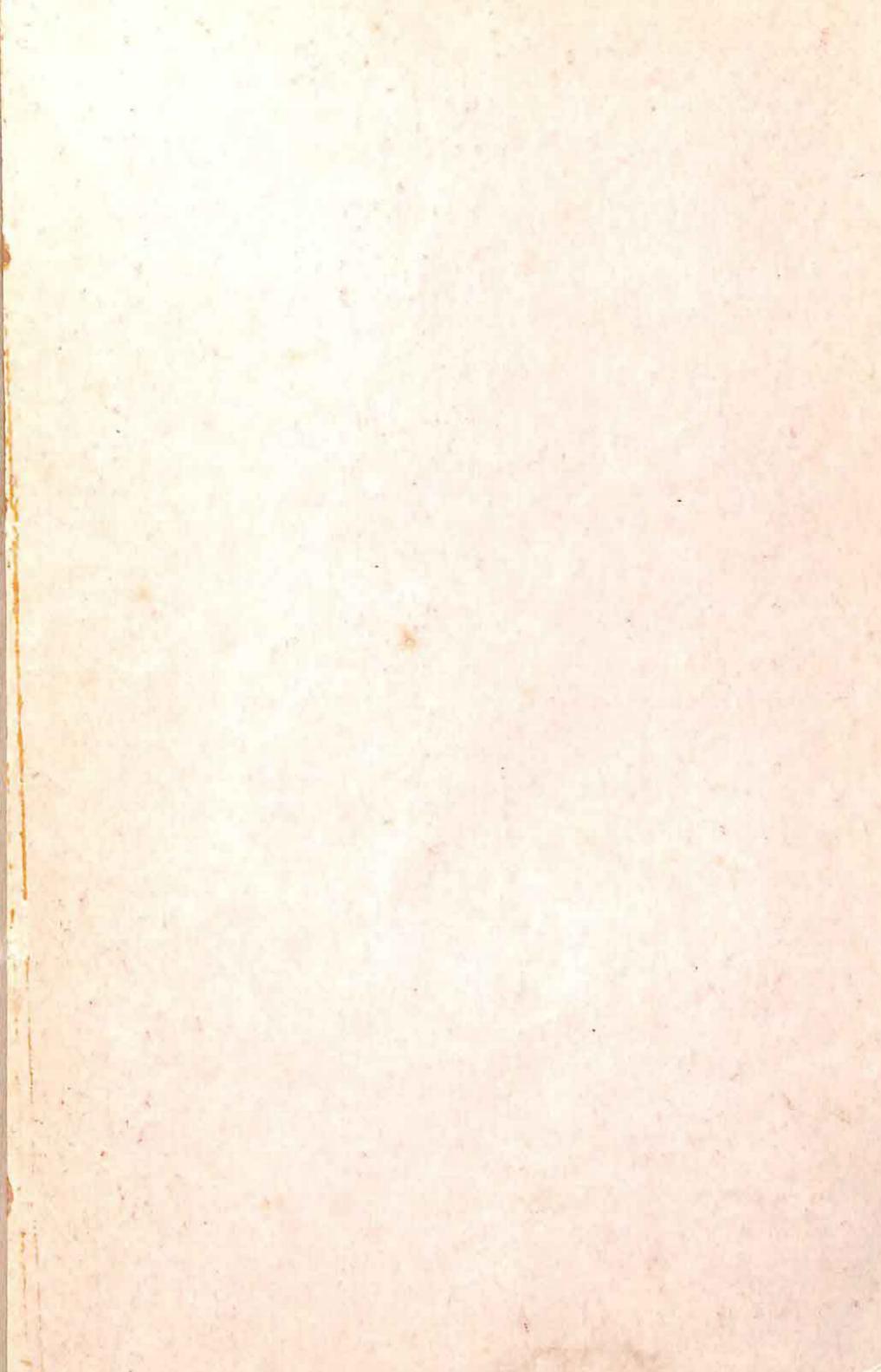
### Chapter 38 Usage A

p. 182 1. a. who  
 b. that  
 c. who  
 d. that

2. a. which/that  
 b. that  
 c. who/that; which/that  
 d. which/that  
 e. that/who

### Usage B

p. 183 3. a. ... sari to wear to ...  
 b. —  
 c. ... blouse to match it with ?  
 d. ... made to go with it.  
 e. ... car to take you to the party ?



## About this book

*Strengthen Your English* is a practice book of modern English usage and a study book of English as it is spoken and written today. Meant for the student in the first year of our university, it can be used for private study by the student on his own or in class together with the teacher. Each lesson is divided into six sections:

Dialogue

Usage notes, followed by Exercises

Speech Practice

Reading Passage

Comprehension

Composition

The book has been designed to provide the student remedial work in all the language skills (listening, speaking, reading and writing) and at all levels of the language (phonological, grammatical, lexical and semantic) within the compass of each lesson. It also provides for repeated reinforcement of each usage point in a variety of contexts.

The amusingly written Dialogue and Reading Passage sections have been specially planned to provide sustained interest, and to entertain as they instruct.

In this second edition, the authors have added four new chapters which provide additional material on some of the grammatical problems frequently faced by students, such as the use of the articles and of prepositions. New exercises have also been added to almost every chapter in the book. Each chapter now offers the student a more varied vocabulary and more complex sentence structures, enabling him to extend his use of English. The book also provides diverse examples of spoken and written styles, ranging from the colloquial to the formal.

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